

**INTERNATIONALISATION AND ENGLISH MEDIUM TEACHING  
IN HIGHER EDUCATION: COMPARING DENMARK AND  
SWEDEN**

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## Abstract

Internationalisation presents a challenge to higher education at many levels. For many universities, it is a process that has been considered synonymous with teacher and student mobility. Mobility is indeed an important part of this process and in some places the ultimate test of internationalisation but changes also influence curriculum development. The focus on teaching and learning in an intercultural environment, particularly on language instruction and competence is not without prerequisites and stimulates debate about the degree of accommodation made between local and global needs within academic disciplines.

This study looks at two national contexts, Denmark and Sweden, which represent similar but different aspects of higher education in the Nordic countries. Both have languages which are little used beyond their national boundaries. The cross-institutional quantitative comparative analysis tests hypotheses about the impact of internationalisation policy on the availability of English taught courses and conversely that of English medium teaching on internationalisation. The study uses university organisational settings, policies and activities to determine if there is a causal relationship between policies of internationalisation and an increase in English medium teaching in higher education. The study is a two-phase, sequential mixed methods approach where the focus group is directors of studies at Danish and Swedish university campuses.

Findings from the study show that while the university profiles of Denmark and Sweden are similar, the two countries differ in having policies of internationalisation and providing English language taught programmes at undergraduate and graduate levels. At a time when efforts to increase English medium teaching in European institutions are moving through various response stages, the Nordic perspective shows that while internationalisation policy is not a pre-requisite for English medium instruction, practice is significantly influenced by national level explanations.

*Key words: internationalisation, higher education, policy, curriculum, English medium teaching*

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## ***Reflection Statement***

### ***Background***

The opportunity to do a professional doctorate and to combine theory with practice was initially one of the most appealing aspects of the EdD (International) part-time programme. Doctoral study usually implies a three to four year full time commitment and in many cases widens the gap between work and study. A professional doctorate seemed to readdress these issues. While the prospect of part-time degree completion was certainly a concern, there was nevertheless the over-riding appeal and challenge of combining both work and study. The focus on an international orientation in terms of course content was important as was being one of a cohort of international students who worked at locations worldwide.

On reflection, the first two years of the EdD had clearly identified aims and objectives with pre-set deadlines for assignment submission etc. This was constructive, kept people together and on target, although, admittedly, it does not necessarily facilitate job change, relocation or other such aspects of an international professional group cohort. The focus remained clear however and there was a very supportive study environment. At the thesis stage, one has established a new network via the schools and the chosen area of specialisation. This in essence means being part of a wider student group and in my own situation, quite an international one. It also provided some new and interesting opportunities for shared presentations, conference and paper collaboration.

Moving to Denmark in 1997 and working in a higher educational environment forced a confrontation with teaching and research which did not allow for one to

subordinate the other. Both areas had suddenly to be accommodated and the institution at which I am currently employed is officially a teaching and research university. Coming from a teaching background where the broad expanse of my early teaching experience moved from primary to secondary education in Ireland and later in the Middle East, research was most definitely a separate endeavour. Teaching was demanding in terms of preparation, input, evaluations and other diverse related activities. Research efforts were time consuming and became subordinated by the demands of a regular teaching workload. Research topics certainly presented themselves. Indeed, there were a number of issues worthy of attention, when reflecting on eight years teaching in the Middle East. Differences of an organisational, social, cultural and curricular nature abounded. Some of these became focus areas when work commenced on my M.Ed. programme of study. The following section looks at how the EdD programme impacted upon my work situation and how this environment in essence became an intrinsic part of the ensuing coursework and papers.

### ***Professional Context***

Undertaking the EdD programme has enabled me to combine an area of study which is indirectly related to what I do on a daily basis as international coordinator and academic advisor. The subject of internationalisation has pervaded almost every aspect of student and staff mobility, policy and planning over the past five to ten years. Internationalisation has prompted change and development at national and international level. What has been challenging, however, is the constant pace of change and reform and the virtual push to make things happen before the next wave of suggestions create

another new internationalised agenda. In addition to the ongoing official publications surrounding the issue of internationalisation, researching the topic generated a need to read around the issues and to find out what other authors had to propose and write on the topic. This gave rise to a number of new perspectives and not least access to journals and publications abroad which were preoccupied with this theme.

Danish Higher Education and the language of instruction are two broad themes that predominate in the portfolio, institutional-focused study and the thesis. At a time when the European system of higher education has been undergoing such transformation, it has been exciting and thought-provoking to follow this process and eventually use some of these developments as input in the papers. Working within the Danish system as a non-Dane has called for a sensitivity to both insider and outsider issues. Such issues have been highlighted in different ways by all components of the four taught course modules and the subsequent assignments. Likewise, each assignment has called for a sharpened focus, an aspect which was much emphasised in the readings and subsequent discussions. As a result, the initial ideas about internationalisation and English language delivery have admittedly gone through a sieving process and while this was on occasions tedious, it has been a worthwhile exercise.

Danish HEIs are undergoing change and this has had an impact on all of the written assignments. There were for example some radical changes proposed by the new Danish University Act (Universitetsloven 2003)<sup>1</sup> since the period elapsed during completion of the first and final submissions in Foundations of Professionalism. Likewise a review of the literature for preparation of Methods of Enquiry 1 & 2

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<sup>1</sup> See <http://www.vtu.dk/fsk/div/unisoejlen/ActofUniversities2003.pdf>

highlighted the rapidity at which events are changing in the field of internationalisation and higher education in a European context.

The pace of change combined with work done on the specialist course called for defining a much narrower focus for the institution-focused study which took place during the third year of the Ed.D programme and which was used as a pilot study for the thesis. The timing intervals implicit in the assignment submissions have indirectly provided a useful forum for reflection on and revision of the eventual purpose and direction of the thesis. It is appropriate therefore at this stage to summarise the pre-thesis work. The following section will give a brief overview of the contents of each of the four papers.

#### **Outline of the course assignments**

The subject matter of the first of a series of four core written assignments was Foundations of Professionalism. The paper submitted here focused on the changing role of university leadership in Denmark and linked this to current leadership debates among other professional groups. While the papers for Methods of Enquiry 1 & 2 have direct thematic links in terms of English medium higher education and Danish universities, the final international module paper addressed an issue of student mobility from a broader and comparative European context. A summary of the four assignments now follows in the order in which they were submitted.

### *1. University Leadership Axle: Professional Threat or Challenge? A Danish Perspective*

This paper used the waning public interest in professional bodies as a starting point. Since the late eighties, there has been a growing distrust of some professional bodies in Denmark. By contrast, there has been a growing reliance on what may be generalised as codes of practice, diverse rules and complex regulations. The professional as figurehead was to some extent demoted. The concept of professional values and their intrinsic worth remained vague. Some professions have been criticised for their lack of openness in terms of membership access and their sense of transparency. This theme was used as a lead in to an examination of the Danish university senate structure and the inherent possibilities for change. The resurgent controversy regarding the survival of the academic professions in the twenty-first century seemed to infiltrate the issue of university leadership and this paper looked at one example of the existent power pyramid.

The readings, discussions and talks from the taught part of this module helped towards defining the professions and clarifying what it means to be professional in the new millennium. Emphasis was put on finding a definition more appropriate to the time and to the changing nature of today's working environment. Educational institutions as opposed to those in business and marketing have tended to exhibit a heavier reliance on traditional and established views of what constitutes the professions. The conviction that the professions were 'a conspiracy against the laity' first voiced one hundred years ago by George Bernard Shaw has been invoked in recent episodes where some professional bodies have adopted a stance of defence for their members as opposed to the expected guardian role towards their clients and the public in general.

Universities are seen as being most useful to society in that they develop a tradition of knowledge and expertise. Yet the phenomenon of entrepreneurialism is also a pervasive element in university leadership and has implications for the state of cultural and political change. There are traces of entrepreneurialism too in the new Danish University Act and it is more radical and much more ambitious in its scope for reform than many had anticipated. In the paper, it is summed up as an initiative which aims to facilitate and improve the flow of ideas among existing and new professions and to help engage considerably more with off campus partners.

## ***2. Is There a Necessity to Expand English Medium Higher Education in Danish Universities?***

The purpose of this paper was to look at the theme of undergraduate English medium taught programmes in terms of their methodological, political and ethical dimensions. The issue of English language medium at Danish universities was chosen since it has a central role in the growing calls for confronting internationalisation issues.

The changing pattern of undergraduate education is just one reflection of the importance of the European and international dimension. The student body has become a mix of nationalities and learning situations are therefore more intercultural than in the past. This gave rise to the question of how these students should be taught and how they can be immersed in the Danish national system of higher education. The paper asks if there is a place for English medium teaching at undergraduate level and at what costs to Danish as the language of instruction. Given recent developments regarding the Erasmus Mundus Master Courses in the European Parliament, it is now envisaged that English

should be widely used at this level as the medium of teaching. Nevertheless, it is also emphasised that support should be provided to enable students to acquire a good knowledge of another language spoken in the country of the university they are attending.<sup>2</sup> The paper concluded that there was only limited interest in expanding English as the medium of instruction at Danish undergraduate level. It was compounded primarily by issues such as the English proficiency level of teaching staff and the problems of funding courses both in Danish and English at department level.

### ***3. Danish Exchange Students' Experiences of English Medium Higher Education Abroad***

Conducting research in one's own institution and the eventual collection and handling of data highlighted the significance of thorough preparation and planning before carrying out a research project. The need to refer back to the purpose of the study was constant both in questionnaire design and analysis of the findings. Issues of validity, reliability and sampling dominated in a post-study reflection of same and an acknowledgement of the need to consider analysis at the sampling stage seems of real and practical significance in this light.

The issue of surveying students has also highlighted for me what a mobile group they are and the practical difficulties entailed by this in terms of follow-up contact. Yet despite this, research in the area of student exchanges is one that offers a lot of potential in Danish university settings. There are already several academic leaders with this experience such as the European Association of International Education (EAIE) and the Academic Cooperation Association (ACA). Access to and discussion of readings such

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<sup>2</sup> See The Official Journal of the European Union (04/2003)

as Robson (2002)<sup>3</sup> and De Vaus (1996)<sup>4</sup> provided a sound basis for support and reference in the exploratory, planning and reporting stage of this particular assignment and were subsequently used in the IFS and thesis stages.

#### ***4. Mapping the UK/European Mobility Impasse***

The international focused module was the final of the four taught components of the EdD. The module itself evoked much discussion on comparative education as a field of study and traced the search for its identity through research paradigms, theoretical constructs and methodologies. The module showed that approaches to this field are no longer by their nature either positivist or relativist. It also focused on the idea that there is a need to accept more than one meaning of 'comparison' as governing Comparative Education. Much has happened since Marc-Antoine Jullien's mainstream tradition of positivism in the 1820's.<sup>5</sup> Despite the dissenting positions, be they Beauchamp or Epstein, much of what Noah and Eckstein alluded to continues to flavour the discipline today:

Comparative education....emerges as the attempt to use cross-national data to test propositions about the relationship between education and society...<sup>6</sup>

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<sup>3</sup> See Robson, C. (2002). Real world research : a resource for social scientists and practitioner-researchers. Oxford, Blackwell Publishers 2002.

<sup>4</sup> See De Vaus, D. A. (2002). Surveys in social research. London, Routledge 2002.

<sup>5</sup> Fraser, S. E. and M.-A. Jullien (1964). Jullien's plan for comparative education, 1816-1817. New York, Bureau of Publications Teachers College Columbia University.

<sup>6</sup> Noah Harold, J. and A. Eckstein Max (1968). Toward a science of comparative education. [New York], Macmillan.



The essay *Mapping the UK/European Mobility Impasse* offers one interpretation of the emergent pattern in European student and teacher mobility flow. Of particular interest is the imbalance between incoming and outgoing student exchange numbers in the UK. The paper draws out some aspects of these mobility issues from a historical and sociological perspective.

### **Concluding Remarks**

Reflection on the courses, assignments and thesis prompt the question of how my working environment at the University of Aarhus will change during the next ten year phase of development. The increase of collaborative research programmes with partner institutions abroad paralleled with activity on the student mobility front would seem indicative that the university is already a favourable contender in the global education market. Strengthening the international profile of the university in research, education and international partnerships will remain a priority area. However,

- A realistic evaluation of how ambitious we can be, may force us to examine diversity versus quantity of bilateral agreements. Quality has always been a focus and one to be maintained in the expanding global market of foreign student power
- We may well look beyond single/national institutional agreements to the potential of more Nordic joint ventures with partners abroad.
- The issue of fees has become a recurrent one with growing acknowledgement that the increase in student intake is not without financial implications and the Danish waiver of fees for all categories of foreign students cannot be sustained.
- Course conversion to the ECTS model has been speeded up in recent times as this had limited choices available to incoming exchange students and the related pulling

power in attracting favourable nominees. Lessons are to be learned from such a delayed response.

- In addition, the provision of courses through the medium of English needs to be assessed in terms of the demand and need as defined by the university mission statement and long term objectives regarding internationalisation.

The institution-focused study was a substantial building block in the EdD programme. The results of the IFS examined what constituted a Danish-framed policy on internationalisation within the traditional university setting and invited reflection on how and where the existence of such a statement influenced the availability of English taught programmes. The insights gained from that feedback were used to inform the thesis and in turn to define the core methodological criteria which would be best applied in the thesis. It was clear from this for example, that the thesis should be comparative in its approach in examining English medium teaching in HE education and the issue of internationalisation. Factors affecting internationalisation and English medium teaching do so at national, institutional and departmental level thus necessitating three levels of analysis. The thesis needed to go beyond a single country study i.e. Denmark, if it was to provide a broader understanding and analysis of a possible cause and effect relationship between the two issues. This may not have been the same embarkation point had I started on a PhD four years ago.

### *Acknowledgements*

I want to thank Professor Andy Green for his advice and support and for reading through earlier drafts of the thesis thoughtfully and critically.

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### Declaration


This paper is 44,706 words in length (including notes but excluding title page, table of contents, acknowledgements, appendices and list of sources.

In writing this paper, I have cited all published sources used including internet sources, as follows:

- Direct quotations are marked as quotations and the source of each quotation is indicated.
- The sources are also clearly indicated for material summarised or paraphrased from the work of other writers.
- Sources are indicated at the point in the text where the material is used, either through a reference in the text or through a footnote as well as being listed in the bibliography.

I may have discussed the paper with others and used advice and suggestions from others in writing it but the paper is my own original work and is neither copied from another source without proper acknowledgement, nor written for me by another person, in whole or in part.

Signed



Date 15-04-2008

### **Abbreviations**

|       |                                    |
|-------|------------------------------------|
| DoS   | Director of Studies                |
| ELD   | English Language Delivery          |
| ELM   | English Language Medium            |
| ELTPs | English Language Taught Programmes |
| G     | Graduate                           |
| HE    | Higher Education                   |
| HEIs  | Higher Education Institutions      |
| HoDs  | Head of Departments                |
| IFS   | Institutional Focused Study        |
| UG    | Undergraduate                      |

## 1. Introduction

Almost a century ago, in 1908, Harvard President, Charles William Elliot recommended that schools tailor their curricula to different students depending on their “evident or possible destinies”. Several decades later, former US Secretary of Education, William J. Bennet said we must help children “find a better destiny”. Whatever global perspectives these persons had in mind, it is unlikely that even they envisaged the diversity of educational experiences within which students learn anno 2000. Working in a variety of contexts outside one’s country of origin may not be equated with a “better destiny” but by today’s standards it is undeniably an “evident” destiny. In much the same way, internationalisation of higher education (HE) and training is no longer new and has followed a general trend of increased international mobility. Globalisation has created a world of work and society which needs qualifications from education systems that are internationally oriented. In response, the international setting for European higher education institutions (HEIs) has changed dramatically during the past five to ten years. This setting is the focus of the thesis as internationalisation of HE continues to take shape in a myriad of local, national, regional and world processes.

The emphasis placed on internationalisation in recent years has meant that it moved slowly outside of the domain of the international offices and impacted university practice at other levels. More people have become involved and there is a greater expectation of visibility, transparency and accountability in terms of what is being done and achieved at institutional and departmental level. Much of the motivation for undertaking the thesis relates to professional concerns in a university environment. Universities after all, face the same questions in today’s globalised world: what does internationalisation mean and

how do we achieve it? How can a campus become more internationalised? What roles should the state and individual universities play in promoting internationalisation and what should it look like? Results from the Institutional Focused Study (IFS) which preceded the thesis work and surveyed 100 Heads of Departments at Danish universities concluded that there were many variants of institutional commitment to internationalisation. This prompted the question *why* this was the case. There was a marked absence at the time of general government procedures with regard to internationalisation. One of the aims of the IFS was to identify changes in internationalisation and English medium teaching arrangements at Danish national level where they existed. While the questionnaire reflected departmental positions, the samples of written drafts and final policy developments helped to corroborate where the lines of action were. Departments and faculties were clearly engaged in drafting this information. The findings support the idea that internationalisation policies should be seen as an organic process growing out of perceived needs of the essential players, i.e., academic staff and students. It should not be a top-down-directive as this does not encourage collaborative efforts. The IFS findings also acknowledge that an institutional ethos of internationalisation may exist without evidence of an explicit policy. One does not certainly preclude the other. As will be seen, the ethos and policy dimensions have a central role in the thesis findings.

The IFS was used as a pilot study to plot directions for continued work in the area of English medium teaching and internationalisation. It pointed to some tensions in the area of English medium teaching and stirred debate about the need for more extensive discussion and level of analysis with and beyond the Danish HE context. Pursuing this

line, the thesis compares two Nordic HE positions in Denmark and Sweden. Sweden was selected because it has much in common with the Danish higher educational system. Yet, it also has significant variations which facilitate analysis in a cross-institutional comparative study. While Denmark and Sweden share many historical and cultural roots, both Nordic countries also have languages which are little used beyond their national boundaries. Danish and Swedish universities have been giving particular attention to course teaching through English in recent times. Indeed, English medium teaching has become one of the most visible and fast track responses to internationalising their higher education curricula. Both countries have been preoccupied with reasons for internationalising their universities. An awareness of educating their students for careers in international labour markets and international work environments features strongly. Likewise, in today's globalised world, their universities need to demonstrate that they have a more visible international orientation. In addition, economic globalisation and the acknowledgement of English as a global language augment the case for English medium teaching in both countries.

Of particular interest however, are the different approaches the Danish and Swedish universities have taken in addressing the issue of internationalisation. Recent trends and contents of their curricula are a direct result of different driving forces in each country. Internationalisation of higher education has after all a local, national and regional dimension. For Denmark and Sweden, the definition of internationalisation has been apparently broad and strong enough to take account of differences between each country. Geographically, for example, Denmark and Sweden differ. Denmark is small and densely populated whereas Sweden is larger and its population more widely



distributed. Likewise, their HE systems differ in a number of ways. The Swedish system is unitary, incorporating a great variety of programmes within each university. The Danish system by contrast, manifests diversity among its different kinds of institutions. Denmark has university colleges and centres for higher education for disciplines such as veterinary sciences, pharmacology and education. The Danish universities, university colleges and schools of arts offer not only different kinds of education but they are also governed by different regulations. By contrast, Sweden maintains a unitary system for all types of higher education. These differences too have an influence on why a cross-institutional study at two national sites is used in the thesis. There are three levels of analysis and observation used in the thesis. The first is at national level where individual country policies are the focus of examination. A second level is institutional with analysis and comparison centred on institutional policies and practice. The third level is departmental where department policies and views of the directors of studies are the focus of comparison.

The differences between the HE situations in Denmark and Sweden highlight the complexity of the internationalisation process. They are worthy of examination because they show that the pressures of responding to national objectives often collide with the necessity of progress. The case for progress is pushed by a global agenda but also EU initiatives such as the Bologna Process, the Lisbon Process, the Erasmus Mundus and the successive Framework Research Programmes. The question of whether English medium teaching is being driven by existent internationalisation policies in Denmark and Sweden is central to the study. If it occurs without policies being in place, then identifying the driving factors is equally significant. In addition to the prevailing criticisms of Danish

and Swedish student and staff proficiencies in English and the opposition to English encroaching on each national language, there remains a core issue of how exactly internationalisation and English medium teaching impact upon each other.

The thesis, therefore, investigates the context for English medium teaching at Danish and Swedish universities. It tests a number of hypotheses about the impact of internationalisation policy on the availability of English taught courses and that of English medium teaching on internationalisation. No substantial related work has previously been reported in this area. At a time when the international dimension continues to gain momentum, it is therefore, of some relevance to identify what is influencing change at national level. The level of analysis at national level is the focus of two of the hypotheses. One tests whether national factors might have an effect on how much English language delivery is offered at undergraduate and graduate level. This should help to establish at the outset, if there are significant national differences in the number of departments offering English taught programmes across the Danish and Swedish universities. Another hypothesis seeks to explain whether the presence or absence of national policies influence a department's policy on internationalisation and the provision of courses offered through English. Other hypotheses focus on a level of analysis and observation at departmental and institutional level. Here the emphasis is on determining whether a positive departmental attitude to an international dimension to teaching actually results in more offerings of English language taught courses. Finally, there is the question of whether there is a significant difference between the two countries in the mean number of international students in those departments which offer English medium teaching.

A statistical/variable oriented approach is used in the research. The aim is to measure the outcome variable (the presence or absence of English medium teaching) on a department as a research unit. University organisational settings, policies and activities are used to determine if there is a causal relationship between policies of internationalisation and an increase in English medium teaching in higher education. The focus group is director of studies. Despite the differences between the Danish and Swedish way of organizing and regulating higher education, these individuals have the responsibility for course teaching and scheduling within their departments and divisions. The analysis takes place at the level of the individual director of studies' response which is the main observational unit in the data collection.

While Danish and Swedish universities regularly monitor each other's activities in the field of higher education, monitoring has not resulted in blind adaptation or simple borrowing from other systems. Incorporating what has been done in other countries has significance for many institutions involved in the internationalisation process and the thesis is a record of two contrasting phases of this process. The national identities of Denmark and Sweden are regularly obscured in the general image conjured up of their Scandinavian neighbours. Discourses around 'Scandinavian' and 'Nordic' tend to obscure their individual country level differences. Yet, each country has articulated a commitment to internationalisation of higher education. However, both countries have divergent ideas as to what is best practice and how to move forward with implementing their objectives. This generates some space. Space can be used to reflect upon the place and effectiveness of policy and ethos for each setting. Space also, however, derails some

of the European assumptions of transparency and the idea that the sphere of higher education is becoming more or less uniform.

In summary, it may be said that the empirical research disentangles a number of HE issues across disciplines and dismisses the idea of an emerging Nordic model for English medium teaching. Any policy for English medium teaching has a decidedly intercultural future. University graduates will eventually need to work and cooperate with colleagues of many different nationalities. Local, national and regional dimensions have a role to play in every country and the track to internationalisation of HE in the Netherlands for example does not simply translate to success in other countries.

### **Organisation of the thesis**

The thesis takes its starting point from the Institutional Focused Study (IFS) which sets a background for the rationale and the ensuing empirical research conducted at Danish and Swedish universities. The thesis addresses the idea that internationalisation of HE and the increasing use of English language medium are necessary partners. Early chapters focus on theories of internationalisation and globalisation of higher education, their motivating factors and their manifestations in Danish and Swedish HE practice. The phenomenon of the rise in the demand for English is then addressed and its context explained within the framework of Danish and Swedish HE settings. The choice of theoretical framework and research design link up with later chapters where the results and discussion are largely located. Finally, Chapter 6 summarises the main empirical findings and the themes that emerge from the cross-institutional comparative dimension.

## *Chapter 1*

### *Internationalisation Trends in Higher Education*

Within this chapter, the general context and motives for the internationalisation of higher education are first presented. The aim is to look at what it means to be a student in a globalised world, as a lead in helping to prepare how one is to think of education in relation to such students. The focus is on the language of instruction or medium of delivery of courses as opposed to course curriculum content. The chapter concludes with an overview of the levels of internationalisation of higher education from a Danish and Swedish perspective with attention centered on national and institutional driving forces and recent trends. The direction taken is one that moves from a global perspective to that of a local perspective. Consequently the order in which the context, motives and changes are dealt with is important, if one is to critically examine how the global scale of internationalisation of HE has impacted upon the local Danish and Swedish positions.

#### **1.2 General Context for the Internationalisation of Higher Education**

A useful starting point is to outline a broad and general context for the internationalisation of HE. Different authors have argued that defining internationalisation of the university is a complex issue. According to Knight (2004), “internationalisation is changing the world of higher education, and globalisation is

changing the world of internationalisation” (p.5). If the university is “a multitude of activities aimed at providing an educational experience with an environment that truly integrates a global perspective” (Knight and de Wit, 1997), there is a need from the outset to differentiate between use of the internationalisation and globalisation terminology. To start with, globalisation has come to mean different things to different people and according to Giddens (1999:1) “no political speech is complete without reference to it”. Superficially it can be seen solely as an economic phenomenon. The flow of commodities, capital, technology, ideas and people around the globe is characterised by a type of interconnectedness between states and societies (Milward, 2003). Free trade and free markets thrive best where there is an apparent lack of government intervention as evidenced in the policies promoted by WTO, the World Bank and The International Monetary Fund. However, globalisation makes no uniform impact as each country has its own unique story, history, culture and traditions. It makes what Giddens (1999:3) aptly termed a pull upward and push downward effect. What is clear and crucial to maintaining a competitive edge is the apparent sense of urgency in increasing the educational level of a country’s workforce. This applies to both developed and developing economies. Multi-national companies can shift their outsourcing base from country to country at rather short notice and countries have responded by competing in the educational race for supply and demand of an educated workforce. The quality and quantity of local graduates can prove to be a deciding factor in successful outsourcing bids. Universities play a key role here and bearing in mind that they have by tradition been national institutions, they now increasingly compete at global level. This puts pressure on the entire education system as both national and institutional potential and

capacity to operate globally is affected by the academic culture and not least the level of investment in HE. National policy making still determines how HE systems operate but they are increasingly subject to forces such as participation in international agreements like GATS or supranational structures such as the EU. The erosion of nation-state authority and lack of cultural and social integration is but one contrary view of the globalisation concept. Beerkens (2004) for example, talks about the phenomenon of HE institutions becoming “disembedded” from their national contexts. This is due to the fact that some of the driving forces of globalisation appear to be stronger than home or national forces. This finds some support also in the work of Held *et al* (1999). This is a critical argument and one that is better pursued in Chapter 2 on English language trends. Before that, it is worthwhile selecting a usable interpretation of globalisation in HE.

Globalisation is understandably, the focus of many research studies and while rarely neutral, it is affected by many different agendas. Definitions therefore will vary depending on the interest groups. One of the more neutral interpretations of globalisation may be the “widening, deepening and speeding up of world-wide interconnectedness in all aspects of contemporary social life, from the cultural to the criminal, the financial to the spiritual” (Held *et al.* 1999:2). This suggests a kind of worldwide growing interdependence and convergence and HE is surely embedded in all these changes. An example could be the cross border student activity which in itself has created global markets and competition among institutions. Other aspects such as research collaboration, staff exchange and not least the growing financial dependence on foreign student fees in some countries have helped to create something akin to a university

enterprise culture. Educational research on globalisation has concentrated on disciplines such as economics, political science and cultural studies.

From another HE perspective, globalisation has meant developing a single educational model and subsequently trying to sell that model around the world, irrespective of cultural traditions. Almost by contrast, internationalisation has focused on mixing nationalities of faculty and students and enhancing research partnerships in other countries. The United States has been a proponent of the single educational model and pushed this idea through the WTO so that HE can be treated as a trade service provision. This is not surprising perhaps given the actual internationalisation gaps in the internal profile of American HE. Foreign language studies for example continue to be low (7.9% of total enrollments in HE in 1998). While very successful in attracting and recruiting international students and staff, the extent of US on-campus international activity is sparse.<sup>7</sup> Hayward (2000:4) concludes that “internationalization as an institutional concept worthy of campus-wide integration is rare; and most graduates are ill-prepared to face the global market place of employment and ideas”. In 1997, there were about 7,000 Asian postgraduate students in the USA. Many of them subsequently stayed on at their universities and this provided an additional and diverse intellectual resource for research in the US. Nowadays, within Asia, both Singapore and Malaysia are increasing their stake as providers of foreign education. Such Asian provider countries can offer an English language education considerably cheaper than the US. Figures from 2005 show that China’s schools graduated more than 600,000 engineers and India’s schools produced 350,000 compared with 70,000 in America. In the academic year 2004-05

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<sup>7</sup> See Mapping Internationalization on U.S. Campuses: Final Report (2003) American Council on Education



there was a decline of 1.3% in foreign student enrollment in the US. The American Institute of International Education has acknowledged the increasing influence of these other providers:

The slight overall decline in international students enrolled in US colleges and universities has been attributed to several factors, including real and perceived difficulties in obtaining student visas, rising tuition costs, vigorous recruitment activities by other English-speaking nations.....In addition, universities in students' home countries and other regional host countries have been increasing their capacity to provide a high quality education to a greater number of students at both the undergraduate and graduate levels (IIE, 2006).

The newly formed American Commission on the Future of Higher Education is already addressing these issues and they are focusing on four major areas of reform; access, affordability, accountability and quality. Average government spending per higher education student in the European Union is still less than half of that in the United States so there are some reasons to look at the American HE model.

While the US is experiencing a type of global gap, it acknowledges that widening access to education is a smart and competitive move and is therefore taking HE more seriously. Internationalisation as an issue is also gaining momentum. The quality of teaching and research and current practice is seen as fundamental to the purpose of multicultural academic development in the US. Some recent strategies in this area include campus wide international education committees, promotion of international education opportunities and the seeking of external funding for international education. Some campuses are notably supporting faculty developments in international education where this has a clear link to internationalised courses and student learning. Faculty promotion, tenure and contractual decisions increasingly favour those who have evidence of an international education. In these contexts, internationalisation is typically

understood as inter-national and limited to cooperative relationships across borders and/or between individual institutions. Globalisation is more transformative and subject to more controversial agendas and is therefore not as neutral a concept as internationalisation. Despite this, there are examples where efforts at internationalisation and globalisation reinforce each other. Within Europe, the interconnectedness of national systems is becoming difficult to differentiate from the supra-nationalist view of integration. The Bologna and Lisbon Agreements push this process. The following section will look at the views on internationalisation as they relate to HE within Europe.

### **1.2.1 Internationalisation and Higher Education**

Any definition of internationalisation needs to be broad enough to take account of the internal differences in countries, cultures and education systems. Knight (2003) illustrates this with an updated definition, where internationalisation is defined as “the process of intergrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (p.2). This calls for a repositioning in the decision-making process at many institutions. The purpose, function and delivery of global graduates are no longer entrenched at management level and now involve study boards, staff, curriculum planners and students. For many universities, internationalisation has become an integral part of the teaching, research and the public service role provided by these institutions. These roles are seen as separate and distinct and internationalisation policy may focus more on one area than another. It is therefore

multi-faceted and challenging to engage with. In attempting to reduce this expanse, the internationalisation lens will now concentrate on a European perspective.

A European starting point for internationalisation was the Bologna Declaration, which was a joint declaration of the European Ministers of Education convened in Bologna on June 19<sup>th</sup> 1999. Its aims were to increase the employability of European citizens as well as broaden the appeal and competitive element of European higher education (Bologna Declaration, 1999; van der Wende, 2000). These aims were used as a type of signposting in the subsequent planned convergence among national higher education structures but also resulted in drawing attention to the increasing diversification within these HE structures. Countries commonly compare their educational systems and policies (Neave, 1995) and a certain degree of convergence between educational systems is widespread (Green, 1997:174). It is important to recall that it was a bottom-up initiative towards system convergence which led to the Bologna Process. Already in 1998, The UK, Germany, France and Italy called for the harmonisation of degree structures. One year later 29 countries signed the Bologna Declaration. The Lisbon Strategy followed as an EU initiative and declared that the EU should become the most competitive and dynamic knowledge economy in the world by 2010. Both the Bologna process and the Lisbon strategy dictate the European response to globalisation in HE. While Bologna was an intergovernmental, bottom-up strategy, Lisbon had the features of a top-down, supranational approach. Despite some achievements in the convergence of degree structures (two-cycle system of undergraduate and graduate), there is still some unease concerning harmonisation. In the Netherlands, Greece, Germany and Austria for example, the restructuring of higher education has

already necessitated a change in legislation. This does not necessarily mean that a uniform system of reforms has taken place and these countries are presently witnessing an intense level of domestic debate as a form of response to such changes. Yet, according to van der Wende (2001), The Bologna Declaration has 'led to a better recognition and integration of the international dimension in higher education. This refers in particular to the need for convergence among the higher education systems in Europe'. Recognition implies a more transparent reading of the curriculum content, productivity and HE services and the key players here are of course teaching staff and the international student 'market'.

The idea of standardisation of approach to levels and length of courses is intended to make European HE more attractive to foreign students. It is also intended to facilitate greater student mobility within the EU which is not a minor issue given that there are now forty-five countries involved in the Bologna Process. While teaching through English is not a specific requirement of the Bologna Process, its use has been encouraged since it facilitates students who wish to complete undergraduate or postgraduate study outside of their home country. The European Higher Space of Education is now being set up and this area is generally seen as a part of a larger development towards what is called a 'learning' or 'knowledge society'. The Bologna Declaration considers a 'Europe of Knowledge' as an 'irreplaceable factor for social and human growth and as an indispensable component in the consolidation and enrichment of European citizenship'. In order to develop such a Europe, a 'European Higher Education Area' is necessary and this should be focused on 'international competitiveness', 'mobility' and 'employability'. Related to this declaration is the message from the Salamanca Convention of European

HEIs (29-30 March 2001) in which the necessity of a 'European higher education area' is acknowledged and in which the institutions 'call on governments, in their national and European contexts to facilitate and encourage change and to provide a framework for coordination and guidance towards convergence'.

Much has changed since the implementation of the Bologna Declaration in 1999. Whereas political, cultural and indeed academic rationales have governed the pace of internationalisation over the past five year period, economic rationales have now emerged as a dominant driving force. Competition to enhance income from international activities are best reflected in the current preoccupation with recruitment of foreign fee-paying students and this is paralleled in many cases with the change to increased use of English as a medium of instruction. Obviously, the role of national governments in piloting the course for higher education is undergoing change. Denmark and Sweden like many countries in Europe have a state funded education system and decisions governing higher educational institutions continue to be made at national level. Evidence of internationalisation policy and ethos in whatever form they exist are examined in the thesis findings in an attempt to position them in terms of English language medium. If only one was evident, this might quickly become an argument for setting staging posts for the other. But, the thesis is not concerned with shining examples of best practice, not least because few exist. For many countries, the path towards internationalisation is unclear. Issues of what should be achieved and how and the degree to which such objectives should be compatible with national needs resist consensus. There is little empirical research and it remains an area to be explored. The following section will

account for some of the directions taken by individual countries and will do so by tracing some of the key motivating factors for internationalisation.

### **1.3 Motives for Internationalisation**

Education is an important feature of the nation state and there are many dynamics at play in the development of higher education policy at EU level. There is generally a strong argument that internationalisation can strengthen the core structures and activities of an institution and thus facilitate initiatives that otherwise might not have been possible if only locally based (Knight et al, 1999). Faced with doing nothing, institutions initially embraced the less controversial aspects of internationalisation such as student mobility programmes, while giving less attention to staff mobility and development. Some of these decisions were a direct result of generous European funding schemes. Several of these schemes originated within the European Commission. The HEIGLO Project (2004) maintains that the Europeanisation process<sup>8</sup> is “clearly reinforced by the establishment of supra-national political mechanisms, most prominently the European Union” (Huisman, J., van der Wende, M., 2004, p.10).

While the role of the European Commission has undoubtedly been a positive stimulus in the internationalisation process, it has not been without its critics. The European Association for International Education (EAIE) for example, wrestled with some of the more loosely worded definitions of internationalisation and Europeanisation,

For the European Commission, the main focus of internationalization is Europeanisation: achievement of European excellence; strengthening of Europe's

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<sup>8</sup> Europeanisation is used here to describe the phenomena of internationalisation at a ‘regional’ level.

position in the global economy; safeguarding and strengthening Europe's cultural heritage....the European dimension of curricula.<sup>9</sup>

This statement is interesting not least for the emphasis given to the benefits of a collective European stance. Political rationales seemed to pervade perhaps at the expense of a broader cultural and academic agenda. Institutions appeared to have a passive role. The imagery conjured up by the words 'safeguarding' and 'strengthening' were presumably an attempt to allay concerns from the 'local', regional or national pockets of resistance. Such groups foresaw the demise of local customs, language and identity as more internationalisation strategies took root. Citing Scott (1992), the EAIE maintained that,

Intra-European exchanges cannot be regarded as fully 'international'. Indeed, as the European Community deepens and widens, they will increasingly be seen as 'internal' rather than 'external' exchanges. Nor can they be regarded as a substitute for wider global relations.<sup>10</sup>

These wider global relations extend beyond the European continent and include Canada, the United States, Australia as well as some Asian countries such as Singapore, Japan and more recently China. Yet, fourteen years later, Eurocentrism with its focus on a Europe of Europeans, is still a feature of policy documents. Some attempts have been made to create space for some broader initiatives outside Europe such as "encouraging the development of distance education".<sup>11</sup>

Rationales for the internationalisation policy of a given country can be divided in to various categories. Knight & de Wit (1995) mention the economic arguments

<sup>9</sup> See de Wit, H. (ed) (1992) *International Education in Europe, A Professional View on the Memorandum on Higher Education in the European Community, EAIE Occasional Paper 2*, EAIE, Amsterdam, p.11.

<sup>10</sup> See Scott, P. (1992) *Mass Higher Education in Europe, Implications for Student Mobility and International Education, EAIE Occasional Paper 1*, EAIE, Amsterdam. P.10.

<sup>11</sup> European, P and C Office for Official Publications of the European Union (1992). Maastricht: the treaty on European union; the position of the European Parliament. Luxembourg, Office for Official Publications of the European Communities 1992.

(specifically related to economic growth and investment in the future economy, the labour market) and the political rationales (involving foreign policy, financial incentives and national educational demand). World Bank data, for example, indicate that there is a clear correlation between the level of participation in HE and economic development. On average, participation in the OECD countries is 51%, middle-income countries 21% and low-income countries 6% (World Bank, 1994). In addition, there are the cultural and educational rationales (including statements on the cultural function, development of the individual, the international dimension to research and teaching, institution building and quality improvement). These economic and educational rationales influence how inter-cultural understanding is promoted. The increase in student mobility has created a need for increased inter-cultural understanding and many HEIs are preoccupied with this area and view it as an inherent value of higher education. Likewise, “knowledge is becoming more important as a pre-condition for participation in fundamental human activities”, (Sadlak, 1998 citing UNESCO, 1997).

As identified by the 1996 OECD report, *Internationalisation of Higher Education*, reform of the HE curriculum has two clear advantages. Firstly, it provides international educational opportunities for domestic students who may not otherwise be mobile. Secondly, it increases the attractiveness of the curriculum for foreign students, whose presence is generally beneficial to domestic students in terms of shared learning experiences, exchange of ideas and approaches to study. This all enhances the education process as a whole not least when a course is taught through the medium of English as opposed to Danish or Swedish. Foreign students would for example, be struggling with academic Danish or Swedish and this would most likely detract from their degree of



active class participation. Internationalisation of the curriculum also makes an impact at faculty level. Danish HoDs maintain that conference participation, common research projects and the opportunities presented for networking are some of the main motivating factors for engaging in international activity at departmental level. To one HoD, it is the “life-blood of the academic enterprise”, offering opportunities for peer review, collegial exchange and enhancing publication efforts. The element of competition is also a very strong motivating factor and departments are very alert to what is happening “on the ground” at other Danish institutions.

In summary then, the significant drivers of internationalisation operate at local and regional level. Academic mobility and the desire to gain some international experience are clearly socio-economic rationales. The ongoing emphasis on harmonising university education within Europe impacts on what is happening at local level in terms of transparency and access. Inevitably, competitive funding schemes also originating at a regional level can indirectly enrich a university’s prestige, revenue and not least its academic climate. Such a combination of driving forces results in increased educational activity and change with the result that the core definition of internationalisation is also subject to updates. The next section therefore outlines how internationalisation has been repositioned.

#### **1.4 The Changing Face of Internationalisation**

The international market in HE which openly competes for the best candidates affects students’ everyday lives. New aspects perhaps are the pace of change and the heightened pressures of this competitive process. Access to universities is broader in wealthy

regions. In the European Union, more than one person in six enrolled in education is in tertiary education (Eurydice, Key Data on Higher Education in Europe, 2004). Figures for tertiary attainment for the age group 25-34 show countries like France and Germany at 23,9% and 24,9% respectively, against Denmark 32,4% and Sweden 34,5% when looked at as a percentage of the population of that age group (OECD Factbook 2007). The figures are higher for Northern Europe mainly as a result of massive public spending. Most continental European countries are not making the investment required to create more university openings. Yet indicators from OECD reports again and again point to the fact that educational outcomes matter and that time and money spent on university qualifications show results not least in technological progress and increased work productivity. The United States, Japan, South Korea and some English-speaking countries have opened HE to more students by insisting that those who are indeed financially able, should contribute to part of the costs. Three leaders have already emerged in the field of fee-based education. The United States, the United Kingdom and Australia secured revenues of \$80 billion, \$20 billion and \$40 billion respectively from foreign students in 2003. Australia has seen HE surge in its international balance of trade. In 1985, 20,000 students from East and South-East Asia were studying at universities in the US. By 1995, this figure was almost 260,000 while the figure for EU countries was around 50,000 students. 90% of those in Europe were studying in Germany, the United Kingdom or France.

Fees and trade are all part of the new and changing face of internationalisation. Trade in educational services is certainly likely to grow in importance over the next decade. Education is now one of the twelve service sectors in the General Agreement on

Trade in Services (GATS) and this is proof that importing and exporting of education and training programmes is a potentially lucrative trading arena. Estimates for 1999, show that trade in post-secondary education was a \$35 billion business internationally (Larsen, Morris & Martin, 2001). Recent GATS negotiations have concentrated on “consumption abroad” (foreign students), cross-border supply (IT delivered education), commercial presence in another country (universities or campuses abroad) and international mobility of personnel (teachers or researchers). The outcomes of these negotiations will have significant consequences for Denmark over the flow of international students and over the present system of Danish grants and fees.

Large numbers of students are able and prepared to pay for a quality education but not necessarily at the cost and bother of institutional diversity. Students want to be able to select course components that will easily transfer back in to their home programmes without the complications of a mismatch of modules and credits. Yet disparate conditions apply in different countries. Across the literature (de Wit 2002; Maiworm et al 2002; HEIGLO Project 2004; Trends 2003-Progress Towards the European Higher Education Area) there is general agreement that three areas remain problematic:

- ▶ There is no single model for the implementation of internationalisation
- ▶ International activities at institutional level are still characterised by a great degree of fluidity (thereby complicating coordination and evaluation procedures)
- ▶ The absence of concrete measures to accommodate a balance between the local, regional and international dimension. The emergence of English as

the common language of instruction or delivery in European Higher Education is a particular cause of tension here.

De Wit (2002) maintains that 'many reports have been published about the programs for internationalisation in the European Union, but few about the processes of internationalisation as institutional and national strategies'. This study is one attempt to compile such data. Secondly, De Wit cautions that 'general overviews of developments in Europe do not give sufficient credit to the complexity of Europe, in particular its regional and national differences'. Underlying similarities in the systems of higher education in the Nordic countries do not necessarily translate in to parallel approaches when looking at the impact of internationalisation. Indeed, the increase in mobility has in fact highlighted the great diversity of European higher education system as evidenced in Neave (2003),

Mass mobility laid bare a very shocking diversity-which would have disturbed the student of comparative education not one iota but which now posed real and practical problems to the builders of a European 'higher education area' (2003, p.151).

In summary then, much is encompassed by the concept of internationalisation. Exploring the dual route of internationalisation and English medium teaching at Danish and Swedish universities provides a broader direction in resolving some of these European complexities. Yet while internationalisation policy and English medium are assumed to go together, this is clearly not the case in practice. Curriculum and content delivery are two distinct areas. A curriculum entailing intercultural understanding may be taught through many languages and is not bound in content to delivery through English language medium. Likewise, provision of courses through English does not equate with internationalisation. English medium teaching arises out of a perceived need and each

educational context determines this need. The following section identifies some of the needs of the Danish and Swedish HE situations.

#### **1.4.1 The Danish and Swedish Context**

Danish higher education has undergone changes and restructurings leading to more international cooperation in the form of mobility and project work. Denmark, however, like many other countries, is facing pressures related to the internationalisation of higher education. According to the OECD Review (2005), Danish higher education has expanded its international connections, but the overall cross border flows could be higher. A stronger promotion of the benefits of study abroad plus a more active recruitment of foreign students to Denmark, particularly at Ph.D level needs to be implemented. This would be without doubt a major benefit to a country of Denmark's size and population. Providing expertise in all areas of HE is not economically sustainable and the focus is shifting more to subject areas and niches like nanotechnology which are deemed to be particularly attractive and viable. The recent government proposed fusion of some of the Danish HEIs is another attempt at centralising area studies. Danish universities are required to ensure that the activities they offer, match society's needs within the various disciplines. They are therefore alert to the waste of training students for jobs that do not exist. There remains however, the challenge of whether a country the size of Denmark can continue to attract and retain qualified knowledge workers.

One Scandinavian country which has been responding well to the fast changing pace of globalisation is Sweden. It is fourth in the World Economic Forum's ranking of the world's most competitive economies and invests more in education than any other OECD country except Denmark.<sup>12</sup> While there is strong social security and high public expenditure, there are also developed policies which seem to accommodate structural adjustment. Lifelong education is seen as a key asset and Swedish universities offer both professional and academic oriented degrees. Swedish university undergraduate enrolment shows a 52% increase over the period 1995-2000 and the number of graduates at universities shows a growth of 66% over the same period.<sup>13</sup> Higher education in Sweden is female dominated which is in line with the ambitious welfare policy where focus is on giving women the same rights, opportunities and wages as men. Generous parental leave has also facilitated an increasing birth rate which is seen as a vital link to affording pensions. The former prime minister of Sweden, Goran Persson put this succinctly when he said, "Sweden- small, cold, with a difficult language- cannot hope to rely on immigration".

Evaluations carried out by the National Agency for Higher Education in Sweden show that internationalisation is developing rapidly at HE level particularly in the areas of recruitment and cooperation. It is generally felt that internationalisation has assumed a more central role at institutional level and has in this way blended in to the official structure. There has been a steady rise in the number of incoming exchange students and development in the provision of courses and programmes taught in English especially at master's level. Increased mobility among students and teachers has resulted in the

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<sup>12</sup> See The Global Competitiveness Report 2007-2008 at <http://www.gcr.weforum.org/>

<sup>13</sup> See Swedish Universities & University Colleges Annual Report 2006:38 R

“adoption of a more international perspective in the teaching” (Report Series 2005:1 R). Rather surprisingly, there has been a marked decrease in the number of outgoing Swedish exchange students in recent times. This is also the case with teacher exchange and the National Agency for Higher Education hints that this may be due primarily to financial reasons. The agency also suggests that there are big differences among institutions when comparing their expenditures for internationalisation.

In this regard, it is interesting to look at ERASMUS teacher and student mobility for Denmark and Sweden, since mobility is one indicator of the extent of internationalisation. Figures for the academic year, 2000-01 show, that on average, each Danish HE institution sent 17 students abroad and received 26. The average number of teachers sent abroad per institution was 3 and those received 2. During the same period, Swedish HEI's received an average of 135 students per institution and sent 76 Swedish students abroad. Teacher mobility was 10 outgoing and 5 incoming. The European average during the same period was: 69 students sent abroad and 64 received; 10 teachers sent abroad and 5 received (Maiworm, F., Wächter, B., 2002, p.51). Interestingly, only Swedish and Dutch HEIs recorded a substantially higher inward mobility than outward mobility of foreign SOCRATES/ERASMUS students. From the perspective of the thesis, the high inward mobility may also account for the higher proportions of respondents in Sweden who reported having English language taught programmes at undergraduate level, 55% versus 44% in Denmark.

Nordic cooperation is also seen as a major influencing factor on the internationalisation of HE. In fact, the idea of a common Nordic educational market preceded the European Area of HE, having already taken root in 1988. The Agreement

on Access to HE was signed in 1994 and this gives applicants from other Nordic countries access to HE on the same terms as home students. Despite the bonds of geographical, cultural and historical ties, the motivation and impetus for Nordic cooperation is understandably not uniform in all the Nordic countries. From a language perspective, Icelandic and Finnish are somewhat apart from Danish, Norwegian and Swedish. Yet, the Nordic countries share a common approach to HE policy with an emphasis on equality of access and to date the absence of fees. Indeed, in Sweden it is a basic assumption that if a HE student has problems completing his studies due to financial difficulties, then the government is there to assist in the form of grants and low interest loans. An additional bonus, perhaps, is that these loans may be used to study abroad and in certain cases additional funding may be provided to cover the costs of tuition fees at foreign universities. It should be added, that this does not net any savings for the Swedish institutions since these are usually offset against the expenses involved in teaching the incoming tuition-free foreign students. Despite this, Swedish HE has for many years been a strong advocate of the positive aspects of studying abroad while at the same time stressing the advantages of having foreign students on Swedish campuses.

This is in contrast to Denmark, particularly in the 1990's, where there was a more ambivalent attitude to student mobility. The findings of the Institutional Focused Study corroborate this and show that increasing the number of exchange students was ranked by only 13% of respondents as an important departmental priority for internationalisation. The Danish Heads of Department surveyed were in favour of exchange schemes but, unlike their Swedish counterparts, were cautious about the actual numbers involved. Heads of Department at Danish universities were convinced that they needed to review



the “type” of exchange they wanted to attract rather than the quantity of same. This is an interesting comparison for two reasons. Both are modern, successful, creative and open countries having a history of non-student fees at HE level. Secondly, the inward and outward flow of students has been commonly used as a key descriptor for departmental internationalisation activity from the early 1990’s onwards. The on-site evidence suggests that selective use has been made of the quantity and quality criteria in both environments.

Internationalisation of curricula is a lengthy and complex process and Europe in general is advancing slowly towards a common system of higher education. EU policy makers however are struggling with the task of defining a European education. Central to this task is a need to bridge the diversity of cultural and educational traditions. It is proving to be both difficult and slow to capitalise on Europe’s rather broad and combined potential. Denmark and Sweden have a role to play here and have potential to change an eventual representation of the field. For example, Danish and Swedish universities are reforming some of their traditional programmes and replacing them with shorter, work oriented programmes. As in Finland and the Netherlands, short programmes have either been absent or genuinely not popular in both Denmark and Sweden. Recent Danish efforts copied from Sweden have been focused on the financial and human resources for internationalised curricula. Funding for such projects in the past has been grouped under larger schemes which also included mobility programmes. This has frequently resulted in all too small a proportion of available budgets left for curriculum development.

There is a need then to differentiate between individually and institutionally oriented programmes and funding. Since the late 1990’s, Swedish universities have

promoted the idea that specific and more substantial measures for the support of work at curriculum level be considered. Recent emphasis on internationalising the curriculum has been on the effective and more explicit stimulation of available human resources. Examples of this include not only having foreign students on campus but also visiting foreign faculty. Cooperation between the universities and university colleges is supported but by no means regulated by the state. Indeed there is a long history of cooperation among the sectors. Likewise, the internal organisation of institutions of HE is decided by the institutions themselves. The Swedish National Agency for Higher Education has long argued that Swedish institutions should initiate their own responses to the Bologna process as opposed to waiting for more centralised government directives. This bottom-up solution provides a useful background for interpreting the statistics and much of the analysis section of this study.

All of the Danish and Swedish universities studied in this thesis research are teaching and research based institutions and this has implications for internationalisation and ELM in the study. Aside from their teaching responsibilities, the university academic staff is also involved in research. While the focus of the study here is on undergraduate and graduate level, the internationalisation of teaching and research will not be treated separately. ELM is a curricular and pedagogic issue but research activity pervades and shapes department life in both these Nordic countries. The relationship between teaching and research has been frequently debated (Barnett, 1992; Hattie and Marsh, 1996; Gibbs, 1995; Brew, 1999). Terenzini and Pascarella (1994) described the idea that good researchers will also be good teachers as a 'myth' of higher education. Teaching and research coexist but the relationship between the two is intricate. Barnett,

Coate and Williams (2001) talk about the synergy in the relationship and observe that this synergy is understood on an intellectual level but not from a managerial outlook:

The day-to-day management of academic departments is often based on systems that treat teaching and research as distinct activities. When resources are limited, this can result in competition between teaching and research rather than synergy. It is clear that there are also strong external pressures driving teaching and research apart (p.172).

It is worth looking at this from a Danish and Swedish perspective. In the IFS, the Danish HoD respondents were asked to give a breakdown of their perceived career/time allocation. Teaching occupied approximately 46% of the time followed by research at 36%. This was in itself surprising, given the increased administration work and required systematic follow-up arising out of the current ongoing evaluations of departmental teaching and education. Denmark spent almost 2.4% of its GNP on R&D in 2001. This was less than Finland and Sweden but above average for the EU. Approximately 60% of public sector spending on research went to the universities in 2000. According to the European Commission, Denmark has a strong research ranking in terms of the number of scientific publications based on the number of inhabitants and resources spent.<sup>14</sup> Denmark had 1307 scientific publications per million inhabitants and was surpassed only by Sweden (1657) and Finland which could claim 1320. Denmark therefore moved from the lowest level in 1989 to one above the EU average by 1999. Of particular concern for the coming years 2010-2015 will be the retirement rate of permanent staff. Research areas have different characteristics however and there are considerable differences in publication practices among the sciences, social sciences and natural sciences.

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<sup>14</sup> See European Commission, Key Figures 2001, 2002

Sweden, however, is in a different league when considering gross domestic product and R&D. Since about 1993, R&D has accounted for approximately 4.3% of GDP. This aligns it with countries such as Finland, Japan and the United States where R&D expenditure is also high in terms of GDP. Of concern however, is the internal decline in research resources to the older universities and specialist institutions. From the mid 1990's to 2003, their share declined from 98% to 89%. By contrast the newer universities experienced a research revenue increase of approximately 6.6%.<sup>15</sup> The newer university colleges are also gradually expanding their terrain in the areas of research and post-graduate training. In contrast to Denmark, direct Swedish state funding for research at HEIs accounts for 45%. This means that the role of public funding has increased and in 2003, 80% of revenues for research came entirely from public funds.

**Research & Development Expenditure by Main Sources of Funds (%), 2001**

|             | Business<br>Enterprise | Government | Other<br>National Sources | Abroad |
|-------------|------------------------|------------|---------------------------|--------|
| Denmark     | 58                     | 32.6       | 3.5                       | 5.3    |
| Germany     | 66                     | 31.5       | 0.4                       | 2.1    |
| France      | 52.5                   | 38.7       | 1.6                       | 7.2    |
| Netherlands | 50.1                   | 35.9       | 2.6                       | 11.4   |
| Portugal    | 32.4                   | 61.2       | 2.1                       | 4.4    |
| Finland     | 70.8                   | 25.5       | 1.2                       | 2.5    |
| Sweden      | 71.9                   | 21         | 3.8                       | 3.4    |
| UK          | 46.2                   | 30.2       | 5.7                       | 18     |
| US(1)       | 66.2                   | 28.7       | 5.1                       | na     |
| Japan       | 73                     | 18.5       | 8.1                       | 0.4    |
| EU-15       | 56.1                   | 34         | 2.2                       | 7.7    |
| EU-25       | 55.8                   | 34.4       | 2.2                       | 7.6    |

Source: DG Research

Key Figures 2003-2004

Data: OECD, Eurostat

(1) Excludes most or all capital expenditure.

<sup>15</sup> For more on this see the National Agency for Higher Education Annual Report 2004.

Swedish HEIs remain the bastion of the research system and they conduct research on behalf of both public and private agencies. The appeal from individual staff for more time for research appears in the qualitative part of this study. This again has to be understood against the background of a less favourable student-teacher ratio in Sweden. Research activities at all levels are seen as important for undergraduate education. For the most part, academics at both the Danish and Swedish universities would appear to endorse the synergy effect of teaching and research.

## **Conclusion**

In this chapter, some of the main initiatives and motives for the internationalisation of HE have been presented. The Bologna Declaration is used as a starting point when looking at developments from a European perspective. The Bologna Process has brought about some harmonisation of study trends in Europe and may ultimately influence developments in other regions. As with the economy, HE is also becoming globalised. National policy makers are subject to more global forces in HE and this has split up the traditional nation/state government/ institution policy-making chain of command. Danish and Swedish rationales for a policy on internationalisation are seen as grounded on economic and political and to a lesser extent academic arguments. The Danish and Swedish government subsidies may be seen as a control mechanism in higher education. As evidenced in this chapter, the era of government as customer has already passed and been replaced by the student as consumer. Students have a great deal of autonomy.

Globalisation has partly encouraged searching the world for the best deal and students likewise decide where and what to study. Global processes can bring about some common changes in national HE systems which lead to convergence and integration. An example could be the use of English as the medium of teaching. Where this is not in place however, students may not want to complicate their decisions and selection process with having to negotiate study of a language which is not widely spoken or even vaguely desired by them as foreign students. With the higher education market growing by 7% per year, time and money have moved centre stage in most students' agendas. Universities are competing for student talent and money. It follows that some adjustments have to be made in terms of the language of instruction if countries like Denmark and Sweden are to move beyond the spectrum of their individual nation state educational agendas. The nature of English language medium in HE is taken up in the next chapter.

## *Chapter 2*

# ***THE STATUS OF ENGLISH LANGUAGE MEDIUM IN HIGHER EDUCATION***

### *Introduction*

Universities in native English speaking countries continue to dominate the global league tables. Global oriented HE institutions in non-English-speaking countries are increasingly using English medium teaching to attract international students, teachers and researchers. Chapter Two confronts some of the developments in the use of English as a medium of instruction in HE. A core argument in the thesis revolves around the relationship between institutional and national policies on internationalisation and the adoption of English medium teaching. A policy on language is an important part of the international profile of universities. It is particularly relevant when articulating research and education profiles. As noted in Chapter One, the process of internationalisation is not widely defined in either institutional or national strategies. Language policies in the Danish and Swedish universities are generally implicit with very little evidence of written explicit statements. The growth of English as a global lingua franca is taken up in Chapter Two. Teaching, research and the context for English medium teaching in Denmark and Sweden are compared and used as preliminary work in preparing the questionnaire survey.

## 2.1 The Spread of English

Increased mobility within Europe and beyond has led to a need for something akin to a global auxiliary language. This might indeed simplify daily life but since language is so closely related to identity and culture, both nationalists and regionalists share limited enthusiasm for the idea. According to Eurobarometer Report 63.4 (Europeans and Languages, 2005), the mother tongue of the majority of EU citizens is the national language of their country.<sup>16</sup> Half of the citizens of the member states claimed that they can take part in a conversation in at least one other language than their mother tongue. In the EU, English is the most commonly used language (34%) besides the mother tongue. English was also the most widely spoken foreign language among the 16 member states followed by German (12%) and French (11%). There are some similarities here to the Middle Age and the Renaissance Period. Latin was the language of worship and contact and those who could read and write in Western Europe would have been educated by monks or priests through the medium of Latin. Mobility was also a feature of the university system and the sense of being a European was also common among members of the academic communities at that time.

Given the scale of work in and on English, it may seem the natural choice as a modern *lingua franca*. It is not only the international language of communication but also of technology, science and commerce and it plays a key role in global affairs. Pennycook (2006) has written extensively about what he terms the myths about English as an international language. He distances himself for example from both a pluralist and imperialist view of English in the world. Likewise, he dismisses the myth that the global

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<sup>16</sup> National languages were those having full official status in the member state.



spread of English is “natural, neutral and beneficial” (1994, p.79). What he argues for instead is a movement away from the pervasive paradigms of linguistic imperialism and world Englishes to a new focus on a critical understanding of language linked with a critical understanding of globalisation. Ndebele (1987) has drawn connections between the spread of English and other global issues and claims that “the spread of English went parallel with the spread of the culture of international business and technological standardization” (1987, p.4). Furthermore, he states that the “very concept of an international or world language, was an invention of western imperialism” (1987, p.3-4). Pennycook is more concerned with ontological issues of accounting for the existence of something called English (Pennycook, 2006). He maintains that there is a long history of producing myths about English and uses statements from Read (1849) as an example:

Ours is the language of the arts and sciences, of trade and commerce, of civilization and religious liberty...So prevalent is this language already become, as to betoken that it may soon become the language of international communication for the world. (Read, 1849, cited in Bailey, 1991:116).

Arguing whether English is a language of international communication or more a language immersed in the process of globalisation helps us to understand more clearly what we are dealing with. Likewise, the status of English as being inevitably beneficial is the subject of much debate but its status as a major language remains uncontested. The increasing use and choice of English has to be seen in a broader context in which the overall world language system is undergoing change. Other languages, most notably Mandarin and Spanish have already challenged the dominance of English in some world regions. When looking at the world Gross Domestic Product (GDP) for example, the

estimated percentage accounted for by each language in the year 2010 shows English at 28% and Chinese at 22%.<sup>17</sup>

The strengthening role of English as the language of communication is increasingly evident in higher education most notably in science and business. Furthermore, the demands of publication and getting cited have inevitably supported shifts to English in research publication (Altbach, 1998). While opposition to the use of English for scientific purposes has waned, its encroachment as a medium of instruction in European higher education continues to meet resistance. A notable exception to this may be The Netherlands. In 1995, engineering education was first taught through English and this medium was gradually adopted by other disciplinary areas. The ensuing debate about adopting and increasing the use of English medium teaching in Dutch higher education surfaced already during the 1990's but has since abated. The Dutch engineering case has potential application for practice elsewhere within the European higher education domain (Vinke, 1995). An example might be the new accession countries of the recent 2004 EU enlargement phase. These countries have languages with small numbers of speakers. The trend already apparent here is to open higher education to teaching through English as well as the local language. Many speakers of such local languages will increasingly face situations where they need to use English as their second language of communication (Slaughter & Leslie, 1997). For each of these countries, the educational objective will be to harness enlargement opportunities. They will also strive to benefit from an enriched if competitive educational market and this calls for new methods of incorporating English medium teaching.

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<sup>17</sup> See Davis, M. (2004) GDP by Language (<http://www.unicode.org/notes/tn13/tn13-1.html>)

An expanding European Union calls for a number of updated strategies to build upon the image of Europe as entrepreneurial and as an aspiring world leader in research and development. An earlier example of this was in 1994, when IRDAC recommended

Improving transparency and comparability of education and training across Member States and moving towards common terminology and language in teaching and training. As a first step, young Europeans must have the option to study anywhere in Europe, at first degree level as well as afterwards' (IRDAC, 1994, p.82).

Despite such calls for ease of transfer and academic transparency, there is still a marked absence of official statements clarifying a policy on a common language. Such a policy has to take account of the needs of indigenous and foreign students and yet acknowledge that both groups may avail of the option to study outside of their native countries. Mobility of masters students has been facilitated in general within Europe by the increasing availability of taught programmes in English (Maiworm F., Wächter, B., 2002, p.63). Maiworm and Wächter conclude from their 2002 study that English-Language-Taught Degree programmes in European HE are important but not the only means of internationalisation and innovation. They foresee that teaching in the "domestic language will of course always form the bulk of higher education offerings in Europe" (2002, p.121). At undergraduate level in Denmark, the suggestion to use English as the operational lingua franca is accompanied by calls for the learning of Danish to be 'strengthened' (CIRIUS Progress Report, 2003). Increasingly, foreign students studying in Denmark participate in Danish language courses at the commencement of their studies. Embarking on a full undergraduate programme however is not an option for most foreign students. This is because most of these programmes require a very good proficiency in written and spoken Danish. According to the Trends 111 Report, 16% of European

universities "see themselves as serving a world-wide community, while only 7% see themselves as primarily serving a European community." The main focus (77%) is therefore on serving national interests. Up to 1990, there were only eight English-Language-Taught Degree Programmes in Danish HE institutions. By 2002, a total of forty-seven of these programmes were in place, followed by thirty-nine in Germany and thirty in the Netherlands (Maiworm, F., Wächter, B., 2002, p.62). The focus on addressing national interests is changing however as the trend of higher education as an export commodity gains momentum.

Within the institutions of the EU, the use of English is expanding. There remains a vagueness concerning language rights of the member states. No clear guidelines exist as to how exactly equality in communication between speakers of different countries can be achieved. Moreover, the EU endorses the goal of multilingualism for all but there is still a gap in practice between aims and means of implementation. In a mandate from Article 126 of the Maastricht Treaty, emphasis is placed on 'the European dimension in education particularly through the teaching and dissemination of the languages of the Member States'. After all, monolingualism is supposedly a curable disease according to Robert Phillipson (2001) and probably best resolved by motivation and a shift in minimum language standards. Furthermore, there is experience worldwide of multilingual education which points to success rates with making children trilingual at school-leaving age.<sup>18</sup> By increasing the number of multiliterate users of local languages, the European Commission may in theory, substantially enhance its European and international vision. Learning a regional language in addition to English would seem to address the communication needs of its members. The issue of which language is more

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<sup>18</sup> See for example Skutnabb-Kangas et al 1995, Multilingualism for all.

advantageous remains a contentious one and inevitably there will be European minority linguistic groups which are unwillingly excluded. In practice, it has to be admitted that the multiplicity of languages continues to defy even the technological optimists. Full automatic translation has its limitations and English continues to increase its foothold.

Language choice is a controversial issue and is dominated by attempts to find an acceptable role for English. Use of English offers a fast-track means to circumvent mastery of local and regional languages. On the other hand, its endorsement, political or operational, calls for protective measures towards mother tongue languages. Where English is chosen as the language of instruction, there is an accompanying unease about cultural and linguistic hegemony and imperialism and not least the potential threat for the demise of the local language (Freed, 1998). There is therefore some justification for the views expressed by Phillipson (1992) who has written extensively on aspects of linguistic imperialism and the dominance and general advance of English. While some tenable links may be drawn between the history of the slave trade around the world and the adoption of English as the language of the 'master', it is reasonable to assert that in colonial society, local language status was undermined. On another level, Phillipson draws our attention to the fact that, ironically, "there are many millions of highly literate people in the world who are happily and quite justifiably" ignorant of this particular language, (1992, p.5). Using a specific Danish context (regulations on the dissemination of doctoral theses), Phillipson draws attention to the fact that Danish administrative regulations regularly distinguish between publication in Danish and in a 'main language', implying English but this could also technically be French or German. No particular language is specified as 'main language' but Phillipson's grievance is that Danish is not

even considered here and the 'natural' choice is that English becomes this 'main language' (1992, p. 298). For the purposes of the thesis, both Danish and Swedish are languages which are little used beyond their national boundaries and will therefore be referred to as small language groups. Concerns about the wave of linguistic and cultural imperialism and the more recent commercialisation of ELT discourse and practices have been increasing in recent times and feature as the thrust of several language professionals in the field (Chew, 1999; Phillipson and Skuttnab-Kangas, 1999; Wallace, 2003).

If policy statements on internationalisation are in their formative stage, then any explicit statements about the adoption of English language medium at European HE level are indeed few and far between. While there has been increased investment in the teaching of English in European education systems, language policy issues have been in the background. The level of awareness of language policy issues does vary among the EU member countries and according to Phillipson (2003), tends to be high in countries like Finland and Greece while low in Denmark and England. Yet internationalisation and language issues are connected. Work on the overall state of internationalisation, completed by De Wit and Callan (2001, p.67), points to the fact that 'research into institutional action is still at a very early stage in Europe'. They claim that the heterogeneous dimension of Europe is manifest in seven areas of cross-national variation: diversity of stakeholders, regional European differences, different traditions and educational systems, the issue of institutional autonomy, divisions among the higher education sector, diversity among disciplines and last, but by no means least, the issue of linguistic diversity. Emergent policy statements need to address all seven areas. It follows, however, that these variations are not entirely separate and independent issues.

Questions on language usage are for example bound up by indigenous HE practice and tradition. Self governing institutions can also govern how much they want to move on language issues. This aspect of self-government is one of the unresolved areas of Eurocentrism. There is a certain incompatibility of being European and trying to promote one's national institution and ethos while striving to maintain a competitive edge. Despite historical and cultural bonds, regional responses show some surprisingly different orientations. Both Denmark and Sweden have concentrated on their own individual language policy continuum. The following section will look at the situation of English language medium from a teaching and research perspective in both countries.

## **2.2 Teaching and Research**

As noted in Chapter One, the findings from the Institutional Focused Study (2004) provided an overview of a selection of Danish HoDs' perspectives on the issue of internationalisation. It is clear that they are interested in the area of internationalisation and are alert to what is happening at partner institutions at home and abroad. Their policy statements would appear to impact upon teaching through English in three distinct ways:

- ▶ Delivery
- ▶ Profile
- ▶ Competitive edge

On closer examination, the first concerns planning decisions governing the delivery of the content, the core components to be taught through English and the duration and

frequency of such course offerings. Delivery of same has to be seen in conjunction with course planning as a whole so that it complements the existent Danish modules and these elements vary from institution to institution. There is also a strong element of safeguarding teaching through the medium of Danish. Indeed, at undergraduate level, the majority of Danish students have made a transition from high school where they have been taught almost all subject matter in Danish. While English may be popular and indeed fashionable, its position as a medium of instruction presupposes extra work in terms of preparation and follow-up. Conversation English and academic English are two distinct domains and confidence and competency in the first does not ensure mastery of the other. Students following certain disciplines, especially in the sciences have for long been confronted by English core text books which support lectures given in Danish. There is general satisfaction with this but students need to have reasonable proficiency in English prior to the commencement of their studies to make satisfactory progress here. Teaching in English for non-native speakers is equally demanding. It is more time-consuming in terms of preparation of course delivery and the desired outcomes are not as easily manageable as delivery in one's native tongue. In many cases, there is no extra funding to support what some see as a fringe activity. Some teachers do well, some strive to do better and some flounder much to the frustration of all involved in the process.

To summarize the issue of delivery, it is fair to say that preparing for living and working in a globalised world clearly calls for an acceptance to some form of English medium teaching. The recent Bologna Declaration on harmonisation of European education seems to make a case for increasing the number of courses given in English at European university departments. The implementation of English medium teaching has a



profound practical dimension which is linked to the abilities of the teaching staff. Those teachers who can should and those who are marginal should be given the time and support services to improve before starting to teach and successfully deliver their subject matter through English.

The IFS showed that a second and critical feature of teaching through English concerns the public image that departments choose to prioritise as a result of their internationalisation policy. Partner links abroad serve the area of student and teacher mobility as well as direct or indirect research collaboration opportunities. Department dynamics are also an important factor in attracting well qualified candidates to fill new positions. Whether the 'best' qualified is local or foreign will depend on current needs as prescribed by the department profile. In some cases, non-locals have been the main providers for teaching modules through English and a lot has been learned from such trial initiatives. Profile is also closely linked with research publications and citations in international journals and media. Using English as the publishing medium is increasingly seen as an overall national benefit in terms of enhancing quality and prestige of Danish research and development.

A third and closely related area of impact of internationalisation on teaching and research concerns an awareness of what departments offer and how they can enhance their product in the face of competition from similar offerings at other institutions. In the case of one of the universities surveyed in the IFS, they plainly admit that their less favourable physical location was an impetus to radically expanding the range and type of courses on offer. Teaching through English was an obvious choice if aiming to recruit students from abroad. English medium teaching is of course seen as necessary but the

survey would seem to show that, with few exceptions, courses taught through the medium of English are operating at a minimalistic stage. The related issue of financing same was frequently referred to in the IFS and certainly had an effect on the limited availability of such courses.

Rather than distinguishing between research and teaching as separate areas, the Danish departments surveyed seem to have made a natural link between the two. They have used their universities as starting points where most are categorized as teaching and research institutions. In one sense, this alleviates the direct criticism of teaching through English by Danish language support groups as even they would acknowledge the growing dominance of English as a medium of instruction and research. Yet, a recent call by Helge Sanders, the current Danish Minister of Science, Technology and Science, for Danish researchers to write *more* articles on their research in English for international and peer-reviewed periodicals, has resulted in a corresponding vigorous defense of Danish research articles for Danes. Danish researchers, particularly in the humanities and social sciences, argue that it is possible to write on a more sophisticated level for example, about aspects of Danish politics, history, language and culture when writing in Danish for Danish readers. They contend that writing in English for an international audience requires more explanation and entails a necessary if tedious concern with providing sufficient background information. This, in turn, precludes going into the subject in depth as one would through the medium of Danish. Some vehemently oppose, therefore, the suggestion that writing articles for foreign periodicals is the official line as the way forward in acquiring merit as a researcher. The argument fits in to the Danish-English language loop with its related entrenched interests and language territorial

claims. The argument is not about quality, since the majority of Danish researchers is in favour of, and benefit from, the process of peer review.

Current policy practice creates space for courses taught through English and is determined in most cases by the availability of teaching expertise in the related field. In this way, there is no conscious effort being made to teach modules through English simply for its own sake but rather as an integrated part of the teaching and research dimension of the department. Yet, while acknowledging that research enhances teaching, there is no evidence to suggest that a record of publications in English fulfils the criteria for staff ability in English medium teaching. There are two different mediums in question here and teaching is subject to audits of a more confrontational nature than the written word. The IFS findings therefore, provided some directional information for how these university departments will presumably commence and continue to internationalise their courses but it also raised two concerns. Firstly, can Denmark realistically maintain a slow pace of reform in internationalising HE when for example countries as remote as Australia succeed in increasing their foreign student intake by 41% in the four year period 1998-2002? Higher education in Australia and not least the US and UK continues to attract students from all over the world partly because the medium of teaching is through English. Secondly, why has Denmark paced itself behind Sweden which already has national objectives for mobility in place? The nature of English medium teaching in both countries is taken up in the following section.

### 2.3 Comparing English Medium Teaching in Denmark and Sweden

The focus here is on why courses taught in English in Denmark and Sweden are worthy of comparative analysis. As background it is worth noting that Swedish is an Indo-European language and together with Danish forms part of the East Scandinavian languages. Both languages are descendants of Old Norse which was the common language of the Germanic peoples living in Scandinavia during the Viking era. Both languages survived several hundred years of intense rivalry between the two countries and the ensuing nationalist ideas that emerged during the 19<sup>th</sup> and 20<sup>th</sup> centuries. Today both languages have separate orthographies, grammars and not least regulatory bodies. Despite this strong historical backdrop, use of English has become popular and in this chapter course teaching through English is examined to determine to what extent it has proliferated at higher education level. The chapter will conclude by relating the current literature on how policies may have facilitated or impeded English language delivery at HEIs in both Denmark and Sweden.

Comparative studies are not intended to produce rankings of the institutions of higher education or to decide that a particular campus is a better option. Likewise, the aim of the thesis is to reach a balanced judgement on the differences in availability of comparable categories of English language medium provision between two national systems. Watson (1998) pointed out that the demand for comparative and international studies of education policy and practice is growing. This is in no small way attributable to the social, economic and technological changes which continue to make new demands

on education. Consider then the following recent developments in HE in both Denmark and Sweden.

### *2.3.1 Thematic Elements*

In 2002, CIRIUS, the Danish Centre for International Cooperation and Mobility in Education and Training, published its first progress report on the internationalisation of Danish education and training. This was followed closely by a subsequent report in 2003 which aimed to show where progress was being made and what trends were emerging within the educational sectors. The establishment of CIRIUS as an independent, governmental institution highlights the significance attached to internationalisation at a political level and its findings and reports continue to feature strongly as part of the Danish educational political agenda. While there is broad acceptance that Danish education must be internationally oriented it does not necessarily imply that there is general consensus as to how this should be achieved. International activities have a multitude of forms from an increased focus on foreign language learning to international exchanges and cross border project work. Yet, from a Danish national perspective, CIRIUS has identified four problem areas which are undergoing debate and each of these reflects de Wit's concern that there is a 'general absence of concrete measures to accommodate a balance between the local, regional and international dimension' (2002). From a Danish perspective the four problem areas revolve around issues of *mobility, fees, languages* and *international cooperation*. They serve as an interesting background for comparing English language medium between the Danish and Swedish HEIs.

Mobility is an appropriate starting point since mobility statistics reflect the picture of Danish and Swedish students and teachers who go abroad on long-term and short-term stays. Both countries have registered a decrease in outgoing mobility in recent years. This is a worrying phenomenon if one assumes that international exchanges and study abroad periods represent a key element in the internationalisation of education. Unlike Denmark, Sweden has already established national objectives for mobility. According to the Swedish National Agency for Higher Education (Högskoleverket), Sweden's student population has doubled during the past fifteen years. Between 1995 and 2002 the number of students in higher education increased by 26% which is in line with the OECD average of 31% in OECD countries. During the academic year of 2002/03 almost 30,000 Swedish students were participating in undergraduate programmes offered in other countries. While most study abroad for a period of one to two semesters, approximately 10% had studies outside of Sweden for three years or longer. The majority of students travel to the U.K., Spain and France and this is closely followed by the U.S.A. and Australia. Interestingly, Denmark is now the sixth most popular destination for Swedish students where for example over 1,100 studied during the academic year 2002/03. More than 300 of these were studying medicine (HSV, 2004). There are about 10,500 exchange students in Sweden and over 5,000 of these are participants in the ERASMUS programme. Statistics for the 2005/06 academic year show that numbers of incoming exchange students exceed the number of outgoing exchange students by approximately 4,000.

An eventual Danish action plan will need to determine target numbers for both incoming and outgoing international mobility. While most study abroad takes place under the network of formal university exchanges, students regularly undertake an

independent search for places. The following table gives an overview of the total number of incoming and outgoing students for the academic year of 2005/06.

**Table 1A: Danish students studying abroad and foreign students studying in Denmark**

| 2005/06              | Danish students abroad | Foreign students in Denmark |
|----------------------|------------------------|-----------------------------|
| Exchange Students    | 4,744                  | 6479                        |
| Full degree students | 3523                   | 5342                        |
| Total                | 8267                   | 11821                       |

Source: CIRIUS 2007

The table highlights the existing imbalance in mobility figures whereby for every ten incoming students there are only six outgoing Danish students. Figures from Education at a Glance 2004 show that Denmark had a modest 7% increase in foreign students during the period 1998-2002. Approximately 3.3% of Danish higher education students were studying abroad in OECD countries. Interestingly, about 26% of Danish students choose the UK as a study destination followed by 13-14% in the US, Sweden and Norway. The report also indicates that when compared to countries like Belgium (11%), Austria (12.7%) and Switzerland (17.2%), Denmark has a proportionately smaller number of foreign students at its institutions of higher education (7.4%).<sup>19</sup>

A second problem area for Denmark is the issue of tuition fees. In 2005, there were approximately 115,000 students enrolled in HE and 4000 of these were foreign students. While it is accepted practice in many countries that foreign students pay fees for their tuition, the long tradition of free education for all citizens in Denmark and

<sup>19</sup> See (<http://www.oecd.org/edu/cag2004>)

<http://www.oecd.org/dataoecd/62/14/33671155.xls#TableC3.1!A1>

Sweden now seems to be an area which can no longer sustain itself economically. In 2006 the Danish Ministry of Education and the Ministry of Science, Technology and Innovation formally approved the introduction of tuition fees for foreign students. A preliminary prognosis suggests that some of these 'talented' foreign students may ultimately bypass Danish HEIs and seek admission to the neighbouring, tuition-free Swedish HEIs but it is too early to gather statistics on this. Yet, while the introduction of tuition fees is clearly a breach with the Danish tradition of free education for all students, the underlying rationale and debate on the tradeability of higher education and the related General Agreement on Trade in Services (GATS) is expected to affect Danish policy agendas more. Both Denmark and Sweden allocate approximately 1.6-1.7% of their GDP to the higher education sector (OECD, *Education at a Glance*, 2003). Unlike Denmark, where there is a relatively high educational expenditure per student, Sweden allots about half of its higher educational expenditure to research and postgraduate programmes. In other countries, a larger share of research and development occurs outside of the higher education sector. Sweden has also the highest number of postgraduate degrees in the OECD area (2.7%) in relation to the size of a typical age-cohort. This surpasses not only Denmark but Switzerland, Germany, Finland, Austria and the U.K.

A third problem area is the issue of languages. The Language Council of Sweden acknowledges that English already competes with Swedish in the educational system. As in Sweden, the number of English language medium courses at Danish higher education institutions continues to rise. In 2007, 130 of the 329 HE programmes are available through the medium of English. According to surveys of language use in



Swedish and Danish higher education, there is a long tradition that high numbers of English textbooks are prescribed particularly in engineering, natural sciences and medicine (Gunnarsson and Öhman 1977, Falk 2001). It follows that much of the ensuing class explanation and discussion takes place in English as well as Danish or Swedish. A great degree of controversy still surrounds an increasing role for English as a lingua franca and this can enlarge or reduce the loop of the language of delivery in both countries. Interestingly, no major studies have been carried out in Denmark or Sweden in to the effects of lectures in a foreign language. Internationally it is acknowledged that a number of researchers have found some negative correlations between the performances of undergraduates and learning in a second language (Neville-Barton and Barton 2005, Gerber et al 2005, Vinke 1995). While Danish remains the majority language in Denmark and Swedish in Sweden, much of the English medium teaching controversy remains embedded in each country's cultural rationale for internationalisation. Both Denmark and Sweden have languages with small numbers of speakers and the debates arising about the preservation and cultivation of the national language are many.

A final theme that is worthy of attention has to do with a country's motivation and background for increased internationalisation. Issues such as the imbalance in incoming and outgoing student mobility, brain drain and globalization will continue to drive and direct policy agendas in higher education. Collaboration with society at large has assumed greater importance and local communities and businesses are seen as a gateway to new links and opportunities for the HEIs. This has implications for both countries. In Denmark, there is limited interaction between the different sectors of the higher educational system. Sweden, however, has examples of cooperation in the fields

of joint curriculum development, coordinating transfers between courses and the use of each other's infrastructures.

There are common themes in the Danish and Swedish discussions of internationalisation. Four have been identified here and it is clear that issues of mobility, fees, language and international cooperation are closely interrelated. Widespread use of English is important, is here to stay but is not the only means of internationalisation. Using this stance, the following section will distinguish between the Danish and Swedish university systems in an attempt to understand more about why these thematic lines are looked upon with different lenses in both countries.

## **2.4 Dividing Lines**

Denmark and Sweden represent similar but different aspects of higher education in the Nordic countries. The two countries have not yet been compared in depth in previous studies with the theme of English medium teaching and internationalisation. While they are not opposing cases they are worthy of comparison for a number of reasons. Both have a large number of students beginning higher education in relation to the population as a whole. 69% of those eligible to start HE, do so in Sweden which is well above the OECD average of 47%. Only in New Zealand and Finland are the proportions higher. Both countries can also boast the highest average starting age of just under 23 years for beginners in higher education. Sweden, together with New Zealand and Norway, has in fact the highest ratio of beginners over the age of 30 of all the OECD countries. Both countries have a unified system of higher education. This is exhibited best in looking at the situation for entrance qualifications and the unified funding system. There is for

example no difference in the official entrance qualifications between short, medium and long-term higher education. Likewise all schools, colleges and universities in both countries are funded through the taximeter system. The taximeter system is based on output and gives an institution an amount of funding based on the number of students who have passed their examinations. Since 1993/94, Swedish institutions of higher education receive funding based on the number of registered students and their corresponding academic performance. This was a movement away from previous practice where resources were calculated according to the planned volume of education

The unified framework begins to fragment to some extent when one examines what constitutes the structural division of the HEIs. In Denmark, the university sector consists of twelve different institutions- seven traditional universities, a school of pharmacy, two business schools and a school of educational studies. Government driven plans are already underway for mergers among some of these institutions and these will most likely take place during the period 2007-2009. The non-university area comprises approximately 120 schools, colleges and specialised institutions. Sweden has eleven universities, three specialised institutions and approximately 45 different institutions of higher education. There are a total of 36 state-run HEIs. In addition, the private sector consists of twelve institutions, one of which has university status.

The Bologna Survey (2001) showed that in Sweden, the aim to attract more foreign students was mentioned as a national policy aim. International competitiveness in higher education has created a need for diversity so that diversification is now replacing uniformity. Preliminary work in the thesis would seem to indicate that Sweden represents a positive case of what has been achieved at an activity level in terms of

internationalisation and English medium teaching. This will be exemplified in terms of outcome variables and relations such as percentage of classes taught through English, intake and recruitment of foreign students and revisions of institutional policy regarding internationalisation. Likewise, Sweden undertook a major reform of higher education in 1977 followed by a second phase in 1993. In Denmark a major reform of the university sector occurred in 1992 and 2003. The Swedish Higher Education Ordinance (1993) reduced government influence and paved the path for a decentralisation decision-making process. Swedish and Danish HE institutions may now define their own internal organisational structure and appoint the corresponding boards and committees for these purposes. Both reforms are part of efforts to be 'internationally competitive and to promote wider application of the knowledge of the universities, including development of new partnerships and forms of collaboration'. This will be revisited during the discussion stage of the study since two of the key variables which may be responsible for the variant outcomes of English language medium are rooted in levels of national legislation and institutional policy.

## **Conclusion**

Language and the experience of university teaching through English have been taken up in this chapter. A number of objections to the encroachment of English have been acknowledged. English medium teaching has different target groups most notably indigenous and foreign students and it also impacts upon local and foreign teaching staff. Denmark and Sweden have different structural approaches in place for accommodating

the teaching needs of their home and foreign students. Government initiatives for internationalisation in each country and financial strategies are two of the main driving forces in accounting for the pace of change of English medium teaching in Denmark and Sweden. The extent to which structural differences at university level at the two national sites is significant as a driving force needs closer examination. In the next chapter, the nature and implications of these driving forces will be used in outlining the comparative orientation and research design of the thesis.

### *Chapter 3*

## ***THEORETICAL FRAMEWORK AND RESEARCH DESIGN***

This chapter starts by setting out the theoretical framework and methodology of the thesis. There follows an explanation of the comparative orientation of the study. The initial qualitative phase of the thesis work is also described and analysed and used as input for preparation of the survey questionnaire. The methodological appropriateness of using survey research is discussed and the chapter concludes with a description of the methods of data collection and analysis for the quantitative phase of the study.

### **3.1 Theoretical Framework**

Comparative and international educational research is influenced by a number of disciplinary and professional frameworks and cannot be neatly categorized by any single theoretical or methodological perspective (Crossley, M., Watson, K., 2003). It was posited for the purposes of this study that there was an increased awareness and activity surrounding the issue of internationalisation of higher education in Denmark and Sweden. It was also posited that the availability of courses taught through English had increased in recent times. The thesis takes these two positions as related perspectives and examines them through use of a cross-institutional comparative study using sites in Denmark and Sweden. This serves to inform practice and future planning. It also invites a degree of

professional and academic interest given the close proximity of both Nordic countries. The focus is on the relationship of institutional policies and English medium teaching. The country policies and country context are important in assessing the range of background factors affecting internationalisation in HE. An overview of the methodology is useful as background for the theoretical perspective.

### **3.2 Methodology**

The study is a comparative one using a statistical/variable oriented approach. The aim is to measure the outcome variable (the presence or absence of English medium teaching) using departments as the unit for the research inquiry. Higher explanatory variables (such as internationalisation policy at the institutional level) are placed in the equation alongside lower explanatory variables (such as country, departmental priorities, English taught programmes and the role of foreign students). The focus is on relationships among the variables. The results are explained in a cross-societal manner. The analysis takes place at the level of the individual director of studies' response which is the observational unit in the data collection. The observations are meaningfully categorized and independent of each other. The follow-up explanation is embedded at a 'societal' level and accounts for the pattern of results that is gained (Ragin, 1981). A societal perspective is by no means irrelevant when studying Denmark and Sweden, where for example Sweden, led the comprehensive school movement spread in the 1930's-50's and influenced not only developments in England and France but also other Scandinavian countries including Denmark.

While comparative education tends to focus on differences, it is not at the expense of underlying origins and influences. The study is not investigating a combination of conditions, and interest is focused on the net effect of one explanatory variable. Explanations are probalistic and the statistical method generalises from the sample to the population of directors of studies. The thesis investigation can be classified as a typical-variable-oriented study. By studying the trends that are represented in the correlations between variables it is possible to derive generalisations about structural processes relevant to higher educational institutions in Denmark and Sweden. Competing explanations of the situation of English medium teaching and internationalisation are also formulated in terms of alternative variables such as status of the local language and the availability of financial resources. Appropriate measures of each of these variables are central to establishing the reliability and validity of such variables. Subsequent use of statistical analysis helps to minimize the explanatory variables of the topic in question and thereby focuses on the dominant patterns that emerge across universities.

While the qualitative phase of the study is primarily descriptive, the quantitative phase seeks to be analytic and explanatory in interpreting the cross-institutional variations that arise between Denmark and Sweden. National level explanations are also emphasized in seeking to explain differences as they occur. Noah (1976) has described accurate description as a type of “mapping”. The descriptions arising in this study revolve around what Denmark and Sweden are doing or not doing, planning or revising in the language and policy spheres of higher education. Both countries have similarities and differences in their international, national and institutional structures and all of these contexts are used in the levels of analysis.



### 3.3 Theoretical Perspective

The study needs to provide answers as to how things are and how things really work at institutional level. The theoretical stance is primarily objectivist. The aim is to obtain an objective albeit approximate view of reality (Guba, 1990, p.22). The assumption here is that one can never fully account for reality. The meaning derived is seen as satisfying the criteria of knowledge as opposed to what Blaikie (1993) called beliefs. The issue of objectivity is seen as a main concern. Oakley (2000, p.72) has argued that both quantitative and qualitative research “may have problems of credibility”. Validity, for example, in data compiled in questionnaires and interviews has been the subject of much scrutiny because of the nature of the differences incurred in the particular sources of collection. Yet, as Oakley (2000, p.72) maintains, “the distinguishing mark of all ‘good’ research is the awareness and acknowledgement of error...and the necessity of establishing procedures which will minimize the effect such errors may have on what counts as knowledge”. The initial qualitative phase of the thesis focuses on examples of the university on-site situation. Feedback is gathered from key persons who interact in this environment on a day-to-day basis. The subsequent data collection strategies serve to support and facilitate a predominantly objective understanding of events surrounding English medium teaching and internationalisation models.

In formulation of a theoretical perspective for the study, postpositivism provides a useful prototype. For the first, it holds that only partially objective accounts of the world can be produced because all methods of examining them are flawed. The philosopher

Karl Popper, for example, believed that “absolute truth” was never going to be attained by human beings.

There are no ultimate sources of knowledge. Every source, every suggestion, is welcome; and every source, every suggestion, is open to critical examination....The proper epistemological question is not one about sources; rather, we ask whether the assertion made is true-that is to say, whether it agrees with the facts.... And we try to find this out, as well as we can, by examining or testing the assertion itself; either in a direct way or by examining or testing its consequences (Karl Popper, *Conjectures and Refutations*, 1965, p27).

In *Logic: The Theory of Inquiry*, John Dewey suggested substituting the expression “warranted assertibility” for “truth” (1938). The warrants made about internationalisation and English medium teaching as a result of the thesis investigation, are neither completely objective nor unquestionably proven. The site visits and document analysis do offer a means of exploring how much English language medium has infiltrated institutional life. There was preliminary evidence from university mission statements and development plans, from notice board announcements of academic related events to social arrangements and from campus newsletters and student magazines. This is consistent with a postpositivist perspective which relies on multiple methods as a way of capturing as much of reality as possible. The study then looks at the evidence that was offered and the arguments that were made in favour of the claim. Criticisms and counter arguments and negative analyses are also part of the knowledge bank but as Popper concluded there are no single authoritative sources. There is a claim that a high level of objectivity has been aimed for which should reflect the HE situation in both Denmark and Sweden at the time during which the research was undertaken.

Secondly, postpositivism reflects a deterministic philosophy in which causes probably determine effects or outcomes. The study examines whether institutional policies on internationalisation have influenced outcomes of English medium teaching of if indeed they co-occur. The knowledge is conjectural with no claims being made to the findings as absolute truths (Phillips and Burbules, 2000). The aim is to determine which claims warrant more attention in shaping the statements that explain the situation and describe the relationship between variables. The knowledge developed through a postpositivist lens is based on careful observation and measurement of the objective reality that exists in the world. This is evident in the first qualitative stage where the intent was to reduce the ideas about internationalisation policy and practice in to small discrete sets of ideas. This resulted in compiling three categories- descriptions, themes and assertions- which are further tested in the subsequent quantitative stage of the study.

Policy-makers continue to be influenced by findings from positivist research as it is characterised by certain scientific neutrality. There is a need to establish a strong degree of credibility about the conclusions reached and how they are formed. In addition, funding agencies continue to seek out natural scientific models. These are no trivial considerations for researchers in predicting educational phenomena. Maintaining the notion of objectivity and emphasizing the degree of scientific neutrality means that such a study should be replicable at other higher educational institutions. Post-positivism addresses each of these needs.

### 3.4 Comparative Orientation

The research question has been formulated so that it asks questions about a relatively broad cross-institutional variation in English medium teaching and internationalisation policy. The aim is to show the extent and influence of internationalisation policy across a variety and diverse sample of higher education settings in Denmark and Sweden. There is concern with placing emphasis on “establishing a meaningful dialogue between ideas and evidence”, (Ragin, 1987, p.viii). This means going beyond a simple evaluation of the resultant cross-institutional similarities and differences. It means analysing the internationalisation policies of Denmark and Sweden and looking more closely at the effects of the two different national contexts. What eventually emerges is not an endorsement of cultural borrowing and neither of the two Nordic models can be merely transplanted as ideal practice. The study does however identify common patterns as well as differences which should in turn inform educational policy and practice.

A comparative orientation is a compelling position to adopt in terms of the parameters of the study. Using Kelly’s analysis,

Comparative education remains an ill-defined field whose parameters are fuzzy. No simple theory or method guides scholars and the importance of culture and historical specificity continues to be debated...The field has no centre; rather it is an amalgam of multidisciplinary studies, informed by a number of theoretical frameworks (1992:21).

This is a challenging standpoint for the study since internationalisation and English medium teaching can be engaged with and debated at many levels. Where at all possible the occurrence of the so-called fuzzy parameters will be defined and justified. There is awareness that cross-national, international and multi-national researchers are

occasionally criticized because of the way they have chosen to phrase their hypotheses and findings. This highlights a concern about not obscuring the units that are to be compared. In the thesis, attention is focused on the units being compared and these will be clearly defined. A comparative orientation is appropriate for Denmark and Sweden given that they are geographical neighbours who are constantly influenced by one another socially and historically. These parameters and the close monitoring of developments in each country's HE system also influence the comparative orientation. Structural similarities between the two countries suggested that measuring the outcome variable in terms of evidence of English medium teaching corresponded best with using university departments in both countries as the research unit.

A prime advantage of the comparative approach in this study is that it offers an option of broadening the framework within which one can understand and interpret the results emerging from both countries. Three concrete examples of this are (a) Social policy and political cycles in Denmark and Sweden which provide useful background material and show how global engagement is being facilitated. Recent government policies in both countries point to increased autonomy and more diversity in the HE systems and Sweden, for example, has a new participation target of 50% in HE. From a management perspective there is a trend of more executive steering and traditional academic practices have become more flexible. (b) When examining liberal regime attitudes, both countries cluster in scores of their welfare states (Esping-Andersen, 1990) and have for a long period been committed to improvement and expansion of their individual educational services. Sweden, for example, provides welfare improvements across the board and the intensive welfare monitoring may indicate early shortfalls to

specific groups such as immigrants in terms of participation in higher education; both nations support the inward and outward movement of students with financial incentives; the welfare state is therefore a recognisable mechanism which continues to shape the educational future in both countries (c) A comparative approach allows for a revisit to the original theories posed at the outset of the study and perhaps an eventual test of their validity against the reality of responses from the Danish/Swedish national contexts. Hans (1964, p.40) maintained that language is one of the symbols of a nation. In Denmark and Sweden, linguistic changes have to some extent been influenced by foreign forces during the past decade but both native languages remain intact. The influence of language in this study is clearly problematic in terms of planning and eventual reform. The comparative approach does not provide solutions but helps to stage a background across departments and countries for understanding this phenomenon.

A comparative approach also facilitates questions about historical, cultural and political aspects of English medium courses and internationalisation in a Danish and Swedish context. It is therefore feasible to interpret each case historically and to make statements about the origins of outcome variables such as policy and practice changes in each of the two national settings. What cross patterns, if any, exist between the older university establishments such as Uppsala and Lund and those of Roskilde and Copenhagen? What has been the impact of the newer university branches most of which were created to absorb the powerful growth in student numbers? Has the expansion of student intake in higher education combined with increased availability of courses taught in English resulted in a broader recruitment in terms of social background? This is a potentially significant issue given the large numbers of students from foreign

backgrounds that are now resident in both Denmark and Sweden. Finally, what is the future role of Danish & Swedish HEIs in terms of closer regional cooperation? Partnership structures have for example been successfully developed in the Öresund region where fourteen universities cooperate at teaching and research level. This is an example of coordination across two countries where education, work and administration systems differ. Can HEIs therefore play a key role in merging a range of national policies at regional level? While use of the comparative approach does not in itself generate data, it does primarily stimulate thinking at an institutional level as to how internationalisation policy has impacted upon the availability of courses taught through English. The approach to the study is holistic where the relations between policy and practice are understood within the context of the internationalisation development and reform during the last decade. Using a broadly comparative strategy helps to ensure that the variables themselves were not lost in the research process and that modest generalisation may be possible. Getting at the causal relationship and finding out how internationalisation and English medium teaching work together in constant change should help to generate more understanding about a fundamental educational issue. It will also lead to some practical, relevant and timely knowledge.

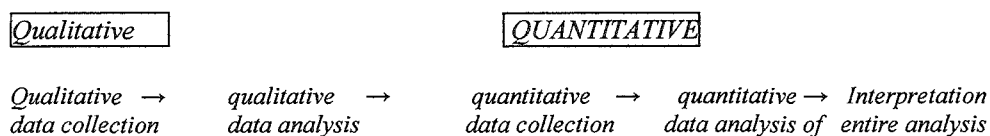
### **3.5 Methods**

This section will address the actual techniques and procedures used to gather and analyse the data related to the research question.

A sequential exploratory strategy has been employed here as characteristic of mixed methods procedures. It was conducted in two phases with an initial phase of

qualitative data collection and analysis followed by a quantitative phase. Priority was given to the second phase. The second phase was designed to resolve problems and issues arising from the first study and to provide a logical extension from its results. The findings of both phases are integrated during the interpretation phase. The primary focus here was to explore the phenomenon of internationalisation and English-language-medium. Morse (1991) also endorsed this approach for determining the distribution of a phenomenon within a chosen population. Figure 2.1 provides a visual model of this strategy and is adapted from Tashakkori, Teddlie (2003) and Creswell et al (2003).

### *Sequential Exploratory Design*



**Figure 2.1** Mixed Methods Procedure

Morse (1991) suggests that the use of qualitative and quantitative methods to address the same research problem leads to issues of weighing each method and their sequence in a study. Based on this idea, she used a sequential form of methodological triangulation. In this case, the results of the first qualitative method were used in planning the next method and will subsequently be discussed in terms of purpose, limitations and approaches. The sequence is evident in Figure 2.1 and the use of lower case and capitalization signifies the relevant weight given to each method. The initial qualitative data collection helped to identify and narrow the focus of the possible variables. Morse (1991) indicated that one



purpose for selecting this design would be to determine the distribution of a phenomenon within a chosen population. Other advantages of the design are its dual implementation procedures and its straightforward method of reporting the ensuing results. The sequential exploratory design does however require substantial time to complete both data collection phases.

The sampling strategy here was inherently practical. There was a need to balance coverage of the topic with the allocation of finite resources. Next to a review of relevant literature and internet searches, site visits were conducted at selected higher education institutions. Four universities were identified for this purpose. Non-proportional stratified random sampling was obtained by separating the population elements in to groups so that each element belonged to a single stratum. The following stratum was used:

Stratum = LOCATION: capital or provincial universities. Capital was defined as universities located in the capital area. Provincial institutions were located outside of these areas. This provided four cells:

Capital universities in Denmark

Capital universities in Sweden

Provincial universities in Denmark

Provincial universities in Sweden

The goal of this type of analysis was to interpret a common process regarding internationalisation and English medium teaching across a limited number of cases. The four cases selected here function as vignettes. The basic strategy is to find out how

things are in their natural context and to collect as much relevant information as possible. They each provide insights in to the internationalisation and ELM issue and provide a supporting role to the next quantitative phase of the study. The insights from the vignettes are interesting from an individual institutional perspective but there is no claim that they represent other cases. A key concern in the thesis was to determine differences in practice, if any, between what was happening at Danish and Swedish institutions. Sample size in qualitative studies is typically too small to allow the results to be representative of an entire population. The stratum chosen did however offer a systematic method to make the sample manageable given the time constraints. The strategy had therefore highlighted any problem areas before proceeding to test the relationship between internationalisation policy and English language medium by comparisons across universities.

Mixed methods studies are frequently characterized by the use of mixed methods sampling procedures (Tashakkori & Teddlie, 1998). This increases the internal validity and trustworthiness of the work in addition to the generalisability and transferability. Using a probability sample facilitates the latter while use of a purposive sample helps to increase inference quality. Qualitative case study is generally characterized by researchers spending extended time on site and maintaining contact with activities and aspects of the case and then subsequently reflecting and revising meanings of what is happening (Denzin, 2000). The qualitative approach applied here had an objective and value-neutral dimension but also a temporal characteristic since the events observed occurred at a specific and limited point in time. Its format may be classified under Yin's (1984) 'descriptive' typology. It has therefore provided a narrative account and

attempted to penetrate the situation of English language instruction and internationalisation policy at the site visits and was 'strong on reality' (Nisbet & Watt, 1984). The theoretical drive of the research project was deductive (Morse, 1991). The overall thrust was to determine relationships between internationalisation policy and English language medium across departments. There was inevitably a concern with reliability and validity since the results would not necessarily be generalisable or subject to definitive cross-checking.

The underlying purpose was to gather information that would shape the questions and content of the subsequent questionnaire survey. The site contexts were opposing, i.e. capital versus provincial locations but the qualitative phase has highlighted specific aspects of policy and practice which are relevant to the research topic as a whole. Some of the site visit findings will be later susceptible to numerical analysis. This may mean that some of the qualitative contextual data will be transposed in to numerical data and thereby incorporated in to statistical analysis of the main study where appropriate. This main study is quantitative and is thus supplemented and supported with the qualitative case study component. The interview and site visit data is used to illuminate and inform aspects of the quantitative analysis and to help provide a context for the study. The first phase also serves to identify any unique features which may later be lost in the larger scale data of the questionnaire survey format. Key individuals with responsibility for the international profile of the universities were identified for purposes of the interview. These were identified by their role and function as the university Pro-Rectors and Managers at the International Offices.

### 3.6 Site Visits

Sites visits were conducted at four universities, two in Denmark and two in Sweden.

The selected universities varied in size, geographic location, age, range of disciplines and their organisational structure. All four institutions were involved in both teaching and research. All had existent mission statements although these varied in their content and emphasis. Common to each of them was their overall proactive institutional response to internationalisation. They are comparative because internationalisation and English medium teaching were compared in the four institutions. The levels of analysis centered round institutional and national dimensions. The observational unit was based on individual institution level data. Data was used from key individuals to represent departmental characteristics. The explanatory level of analysis was pitched at individual (institutional) and societal (national) level. The societal level is an appropriate explanatory level since HE institutions generally manifest the knowledge and competencies promoted by the nation state. The presence or absence of English medium teaching at institutional level was measured as the outcome variable. Higher explanatory variables such as the prevalence of internationalisation policy at institutional level were placed against lower explanatory variables such as institutional challenges, role of teaching through English, intake of foreign students and staff. The qualitative phase of this study was of course limited by empirical constraints since predominance was given to the ensuing quantitative phase of the research. The results of the two approaches were reconcilable and the quantitative stage was useful in checking any apparent biases in the qualitative phase. There is no claim made that the qualitative analysis level is truly

representative of the entire Swedish or Danish HE system. The differences and similarities of the four site visits may be described more accurately as examples of aspects and variations of the internationalisation and English language medium phenomenon in both countries.

A general sense of the information obtained during the site visits and from the interviews emerged after using a type of generic processing of the data analysis. This involved transcribing the interviews and sorting and labeling the data in to different categories according to the sources. Using a coding process was useful for the descriptive stage as it helped to coordinate information about location, events and persons in each of the university settings. The interpretation of the data was generally consistent with the existent information about the four universities and triangulated with policy documents where available. The interviews revealed some divergence of opinion which runs counter to the internationalisation theme but these on the whole lend credibility to the end narrative account. Corroborating evidence concerning some of these issues is to be found in the next quantitative stage of the study.

Information gained from these visits has been grouped under the following three headings-

- 1] Descriptions
- 2] Themes
- 3] Assertions.

The findings of each section were subsequently used as input for development of the survey questionnaire.

## **Descriptions**

### **University §1**

University §1 was founded in 1773. The university consists of 12 departments and a number of centres situated outside of the main campus. It has approximately 1,750 staff members and 3,500 students of which 400 are PhD students. §1 is a public university and receives its core funding of approximately EUR 100 million from the Ministry of Science, Technology and Innovation. A further EUR 50 million is secured from other public and private sources using competitive procedures. §1 has a long tradition of development work in the third world and carries out consultancy work for Danida, SIDA, CGIAR, the EU and other bilateral and multilateral organizations. It also engages with partner universities abroad and participates in a number of international scientific networks. It established a number of international committees in 1996 and this was followed by work on formulating a preliminary strategy for internationalisation in 2000. This pro-active approach is reinforced in a statement from University's §1 Rector in 2005,

We seek to intensify and expand our commitment to partnerships within research, education, training and consultancy work in order to share our knowledge and learn more. Partnerships create cohesion and build the necessary bridges between research, research-based education and practical implementation related to developing countries and development cooperation.

400 of the 3,500 students at University §1 are foreign students and approximately 120 of these are studying there as part of a short term stay. About 30% of home students at University §1 spend one or two semesters abroad as part of their study programme and individually receive 10-15.000 Danish Kroner in support funding from §1.

While there is no language policy in place, a working group was set up for this purpose in November 2005. There is an emphasis from the outset that not everything should be taught through English or indeed made bilingual and undergraduate teaching should still be in the local language. English language medium courses are attended by both home and foreign students and this is in line with the university's plan to maintain a mixed group as opposed to classes dominated by foreign students. University §1 offers over 100 English language medium courses and 40% of master level courses are in English. It is envisaged that all master courses will be through the medium of English by 2010.

As an additional internal incentive, departments at University §1 now benefit from extra funding where there is evidence that their efforts at internationalisation have made progress. Much emphasis is being placed in the area of staff mobility since this has the dual role of promoting internationalisation at home and abroad.

## **University §2**

University §2 is the second largest business school in Denmark and has around 6,000 Danish and international students and 650 staff. It is an autonomous university and internationally oriented, offering programmes in business and modern languages at Bachelor, Master and PhD levels. It has achieved the distinguished European Quality label EQUIS whose accreditation is a guarantee that the school complies with strict quality criteria on education, internationalisation and cooperation with the cooperate world. University §2 encourages all students to spend some time studying abroad and has more than 200 partner universities worldwide. More than 400 Danish students

participate in exchange programmes with a corresponding number of foreign incoming students who study at the §2 campus. This international focus is reinforced by a statement from the rector, "We work hard to attract more international students each year and we succeed". §2 enrolls more than 170 new international students on full degree programmes every year. Several courses are taught in English as are full Bachelor and Master programmes in business administration and a bachelor programme in language and business communication.

### **University §3**

University §3 dates back to 1878 and is one of Sweden's largest educational institutions and one of the largest employers in the Stockholm area. It received university status in 1960 and has today has four faculties with approximately 37,000 students and 6,000 staff. Undergraduate and postgraduate study and research takes place at the four faculties of Humanities, Law, Natural Sciences and Social Sciences. There are approximately 75 departments which offer close to 1200 courses and 45 study programmes each year. Internationalisation has been given strong emphasis at §3 and there is ongoing work in designing courses and programmes at bachelor and master level. At present the aim is to become ECTS accredited in 2006 and follow-up with implementation of same in 2007. 39% of the annual budget (2.7 billion Swedish Crowns in 2004) was allotted to undergraduate education and 61% to research and postgraduate education.

### **University §4**

University §4 is the oldest university in the Nordic countries and was founded in 1477. Education and research is spread across nine faculties and it has over 40,000 students and



6000 staff, of which 500 are professors. This university offers more than 40 programmes of study and 1,800 single-subject courses. There are student exchange agreements with more than 400 universities in over 40 countries and 3,000 international collaborative research agreements. According to the Goals and Strategies document for University §4, it aims to strengthen its “prominent position in the international academic and educational community” by 2010 and this will be accomplished by “bold efforts in research and education of high international quality”.

#### *Noticeboards*

In terms of visual display, most of the information at all four sites were displayed in the national language, i.e. in Danish at the Danish universities and in Swedish at the Swedish institutions. Timetables, schedules and location of class teaching were typically in Danish or Swedish. On further questioning, it was revealed that foreign students either had sufficient knowledge of the local language to understand this and where not, the information was relayed in English from the relevant departmental secretaries or was seen as being accommodated by the student mentor/buddy system. At two of the sites, administration staff had been offered language training in English. Information relevant to Masters level study and further degree programmes was however typically in English and it was quite common to see announcements of vivas/thesis defences advertised in English. Surprisingly, most of the social arrangement announcements seen at the time of the site visits were also advertised in the national language.

*Internal Correspondence/Minutes of Meetings regarding Internationalisation*

There was generally no difficulty in obtaining this information where it was applicable. Not all of the institutions had a written developmental plan of their internationalisation process but there was ample evidence from minutes of meetings where issues concerning internationalisation had been discussed and proposals for further consideration etc. Typically, this information was either in Danish at the Danish sites or Swedish at the Swedish sites.

**Themes**

Two themes dominated the line of questioning pursued during the interviews at the four universities. The first concerned the general attitude towards internationalisation and the challenges as perceived from an institutional point of view. The second theme focused on the role of English medium teaching and its relationship with the intake of foreign students and staff. Given the nature of the responses, the Danish and Swedish responses are summarized separately here.

*Denmark*

Given the profile of the two Danish institutions, internationalisation was an issue that had assumed a sharp focus in recent years. Importance was attached to it in terms of education and training. Both institutions maintained that their diverse disciplines areas always had an 'international' dimension. Efforts in recent years were however, centered on making these activities more concrete and on formulating a central strategy

surrounding their scope and eventual aims. Internationalisation was now in a critical transition stage. It was moving from the domain of having been the responsibility of a few individuals to the mainstream of the university itself. To quote one interviewee, “There has been a culture here where it was thought that internationalisation was something that a few people took care of together with the international Office”. The new direction in effect was a top-down decision- partially through the effects of the new University Law 2003- and was being pushed administratively from the university boards via the rectors so that it impregnated the mainstream activities of the universities. This had implications now for individual faculty study committees and research boards by engaging more people in the process. A review of the institutional profile was a direct consequence of this and it called for renewal and in some cases reinvention of the institution’s purpose and vision. A concern, perhaps, voiced concerning this change was that it, “had not dawned on everyone but it has dawned on more people than have been involved in the past”. The attitude as such to internationalisation was positive but it was clearly acknowledged that not all parties, i.e. staff, were yet on board the process. This mobilisation process however was perceived as time related and respondents were generally confident that the collegial benefits in terms of international alliances and networks would be eventually recognized.

Internationalisation posed three major challenges according to the Danish university respondents. First, there was the area of curriculum content. Here, there was a clear concern that internationalisation involves having an international perspective in the content of the courses taught. In other words, subject matter needed to be taught from perspectives other than a Danish one. This was not as simple as incorporating reading

material from American or other western sources but examining material from its original source, be it Japanese, Chinese or Russian and consequently seeing how that could best be interpreted and applied from a Danish perspective. "The pitfall there..might be..colleagues who think that if you have added on American textbooks then you have internationalised". The problem here and now was how to make sure that teachers were incorporating this approach in to their syllabi. Such efforts are consistent with the definition of an internationalised curriculum as taken from OECD, 1996,

Curricula with an international orientation in content, aimed at preparing students for performing (professionally /socially) in an international and multicultural context and designed for domestic students and/or foreign students. (p.36)

A second challenge was that posed by teaching courses through the medium of English. Here there was concern that not only the students' command of English should be good enough but also that of the teachers involved in such courses. Formal testing of the English proficiency levels of the students was not widespread except at master level entry and upwards and the issue of teacher proficiency was neatly summarized in the following statement "but we never test the teachers....and every once in awhile we do see complaints from students that the teacher's command of English is not good enough to teach in the same way as they can do it..." in their native language, and " you know sometimes you have a good teacher....and this person becomes very restricted in what he or she can do in the classroom because it has to be done in English". Offering of parallel courses or classes was not seen as an option for both practical and economic reasons. There were examples of courses offered in English one year and in Danish the following year and the challenge of such a conversion process was deemed best tackled at departmental level. In the view of some respondents, "over the years it has been a

problem that we could not always develop courses taught in English at the same pace as which we could increase the intake of foreign students” and “we are recruiting very few students from Scandinavian countries....but we are taking in many international students”; “some subject areas...are not as easily adaptable in to an English programme because the candidates will find their employment to a large extent nationally...so for some of the subject areas it may not make sense to make all the education in English but definitely parts of the education in English....basically all the master programmes should be in English”.

Internationalisation also presented some practical challenges in terms of accommodating increasing numbers of incoming foreign students. Supply of housing was for example a problem and in some cases resulted in an undesired cut off point for study applications. Home students also encountered problems with winter examination periods typically clashing with the start of orientation programmes at foreign institutions. Some respondents felt strongly about this –“I think there has to be a shift in paradigms...and we have to make sure that we remove the barriers”. Another prominent challenge was the implications from the new University Act (2003) which makes it possible to charge fees for foreign students. Two respondents here maintained that “this will change the way we market our institution” and “maybe how we deal with intake of students, services and accommodation...students who are fee paying students will differ from the national Danish students who are not paying fees. This will present different categories of students within the institution”.

### *Sweden*

Both Swedish universities considered that internationalisation had top priority at their institutions and according to the interviewees, “the climate of internationalisation has been created” and “I would say we were in the international class before other places used the word internationalisation”. In the case of University §4, there has been a long tradition for nurturing an international climate and this is seen as a very visible aspect of campus life. University §4 was viewed as proactive in terms of the ERASMUS/SOCRATES programmes and the university has a strong research profile all of which enhance the international context. Likewise at University §3, internationalisation had high priority both in education and research. This attitude was promoted downwards from the level of rector, through the university board to faculty and department level.

One of the major challenges of internationalisation involved responding to the Bologna process and in particular, the setting up of joint programmes. While these programmes were popular, they were seen as time-consuming and curriculum differences among Swedish partner institutions abroad accounted for a number of initial difficulties in setting up such programmes. These differences may also account for the decline in number of Swedish students studying abroad. Respondents felt that the exchange programmes had lost some of their initial prestige and that “it’s not so interesting for the teachers to organise as it used to be”. The balance of incoming and outgoing exchange students had also grown, with Swedish universities taking in more students than they currently send abroad. Accommodation was also an area of concern here which gave rise to the comment that “housing is outside of our control”.

Foreign faculty was a feature of the fields of science and engineering but the social sciences and humanities trailed in this regard. The largest number of English taught courses was in the sciences, law and engineering but was felt to be weak in the arts. Swedish first year basic courses are taught in Swedish and students on exchange are therefore advised to come in their fifth or sixth semester because of the availability of more advanced courses in English at this stage. Core courses constitute the first two years of many full time degree study programmes and tend to be taught primarily in Swedish. It was the view of those interviewed that there were no other alternatives to English- “we remain a Swedish speaking university.....of course we have to preserve the national language but we have to face reality....we will teach in Swedish and in English”. One person identified the arts as “our weakness” concerning English medium teaching. The ensuing explanation was an example of “old men and women in hospital don’t want to speak English and may not even know it and this is a prohibiting factor.....” Students with a background in human resources and subsequent likely employment within Sweden did not see the use for learning modules through English. Other disciplines were more removed “from the outside world” and “much geared to the Swedish system”. A specific example of this was teacher training. In other areas of the humanities, “teachers have been reluctant to teach in English although students can talk and work about it (*subject matter*) in English”. In summary, the advice, if any, that should be given to prospective exchange students was “...to come in their third and fourth year because then we have more advanced courses in English” but that since many “of the textbooks are in English..... students are allowed to make their exams ...in English”. Yet there was a problem with reciprocity between numbers of incoming and outgoing students

particularly from native English speaking countries. Increasing English medium teaching was seen as one way to readdress this imbalance. Concern was voiced about the lack of interest and governmental weight given to language study in general. A number of years ago, Swedish students had command of English in addition to one or two other languages, usually German or French. Today, some Swedish universities were encountering problems in enrolling enough language students to make up adequate groups for teaching purposes. Teaching through the medium of English was seen as being an issue for the individual teacher “to discuss at departmental level”.

Interestingly, unlike some other institutions, it was decided that no additional funding should be made available at Stockholm University for teaching in English. According to respondents, this was justified at the time on the grounds that “every teacher should be prepared to teach in English and was something you could expect from a university teacher”. This statement highlights the diversity in the expectations of the university teaching and research culture. English has infiltrated as the language of research and postgraduate studies. Stockholm is a teaching and research university and the presumption here is that teachers will have experience of conducting and presenting much of their research through the medium of English.

### **Assertions**

The site visits provided opportunities to see firsthand how these four universities have responded to changes initiated by the internationalisation of HE. The campuses are situated in comparatively different locations and while their perceptions cannot be generalised to the population as a whole, they provide an interesting example of what can



be achieved in practice once the status of internationalisation has gained some legitimacy at campus level.

It is reasonable to assert that all four universities have been involved in a process of repositioning themselves as internationalised institutions. This shift has occurred at managerial level- or more accurately beyond managerial level, where more people have been delegated responsibility for internationalising the institution. Sometimes this has been a group of visionary or enthusiastic faculty members. On other occasions, some insider influential persons have taken the lead. In most cases however, activities undertaken have benefited from a supportive managerial and administrative service. At another level, there has been a major shift in terms of marketing and profiling the institution. The prestige of research and development is central here which means that staff in the mainstream of the university is directly involved. Profiling and related changes tend to link closely with mission statements and university strategic plans. Repositioning in terms of curriculum content is also happening but this is subject to the ebb and flow of a bottom-up approach.

Secondly, despite their proximity and diverse cultural and historical ties, there was no evidence of border crossing or swapping in the approaches adopted by the Danish and Swedish institutions. Each seemed to be working independently albeit at different paces on internationalising their HE structures. Each country seemed to pragmatically acknowledge that neither had a natural comparative advantage in international trade in HE. Likewise they each had languages that were not widely spoken outside the Nordic region and therefore were not prioritised by foreign students. Paradoxically, the language bond - Danes' and Swedes' ability to communicate in each other's native tongue-does not

seem to have been given any visible priority in either mission statements or policy documents on internationalisation. In contrast to the 1990's, which saw the launch of a specific Nordic programme called Nordplus, there was a marked absence of recruitment of students from other Nordic countries and now the emphasis was on "attracting students from all over the world".<sup>20</sup> Institutions in both countries attached importance to lifelong learning. This dates back to the 19<sup>th</sup> century Danish philosopher N.F.S. Grundtvig, who maintained that a prerequisite for active participation in a democratic society is education for all its citizens on a life long basis. Both the Danish and Swedish institutions seemed to adhere to this tenet in their strategy plans and mission statements. Interestingly, all four institutions were operating with a generous degree of institutional autonomy. The extent to which this was a profit or loss situation is evident in the interview responses and will be taken up again in the discussion section.

Thirdly, it is fair to assert that each of the institutions was preoccupied with a growth strategy. This had political, social and not least economic implications. A growth strategy involved future projections of both students and staff. Increased recruitment seemed to be synonymous with highly qualified staff and students. This recruitment issue suggested a broad global catchment area- "you cannot create an international environment if all the academic staff with the faculty is born and bred in X". Growth and development of the research portfolios of the institutions was also a feature of the internationalisation agenda. This can be linked with the changing institutional role whereby universities know that they need to be competitive in the so-called globalising knowledge economy. This means that research and technology transfer have become part

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<sup>20</sup> See National Policies for the Internationalisation of Higher Education in Europe. 1997. *Interaction between national policies and international initiatives*. p188

of the challenge of the broader regional framework within which they now operate. There was a determined preoccupation with growth beyond the domestic setting. Changes to the curriculum had a central role here. An international oriented curriculum should address the intercultural learning needs of students from a variety of backgrounds. While there was no doubt about what the aims of curriculum reform should be and who the target group was, there was an apparent vagueness about where the process should commence. Was it at department level or institutional level? Was it perhaps at micro course level? This gap or absence of curriculum direction here was seen by some academics as an opportunity. In other words, some enterprising individuals experimented with curriculum design and put some new courses on offer. A feature of some of these attempts was that there was prior additional funding made available. The other end of the curriculum spectrum showed few new developments and innovations although that is not to deny that curriculum changes were not debated. There was a sense however that people were waiting for a top-down strategy before joining in. In general, the preoccupation with growth has to be seen against the background of higher education being very much a public service in both countries.

### *The Interviews*

The interviews revolved around the following six questions (Appendix A).

*What is the general attitude towards internationalisation at X University?*

*What challenges does internationalisation present at your institution?*

*How important is it to attract foreign students/staff to the X campus?*

*How would you describe the relationship between foreign student intake and the availability of course teaching through English?*

*What is the role now and in the future for teaching subjects through English at X?*

*What alternatives do you see to the use of an English-medium curriculum?*

Although conducted in English, the issue of lexicon equivalence was relevant here. Subtle changes in language use can be vital when trying to understand other perspectives on a given subject. Despite the linguistic similarities between Danish and Swedish, there was a concern from the outset about the context of the questions and their formulation. Lexicon equivalence for this purpose was best defined as the correct translation of words and phrases and finding a word that meant the same as another word. The responses of those interviewed needed to show that they had correctly read and understood the question concepts so as to ultimately facilitate accurate comparison among the four sites. The lexicon equivalence was therefore among three languages.

### **3.7 Why Survey Research?**

The research strategy applied here was both explorative and numerically descriptive. The site visits addressed an obvious need to find out what was presently happening, to raise

questions and evaluate the new insights gained through the findings of the study. Similarly, an accurate and discerning overview of the situation needed to be disseminated (Cohen et al 2000, Robson 1993). The results of the site visits were used to prepare for the next stage of data collection.

Survey research methodology was also an approach much used by The Academic Cooperation Association (ACA), a European organisation concerned with trends in internationalisation. Their results show that for studies of this kind, the survey method is appropriate. Both positive and negative attributes of survey research methodology have also been discussed intensely in the taught component of the EdD, Methods of Enquiry 2. The work here is an attempt to incorporate and build upon this theoretical input. Some clear advantages of the survey approach are that it provides data that is inferential, descriptive and that can be processed statistically. Variables can be manipulated to ascertain frequencies and correlations e.g. gender, age, length of service as Director of Studies, and this information may be used to describe and measure any generalised responses. The quantitative/qualitative aspect of the data analysis was not the overriding issue but rather the 'logic of analysis' in the collecting and analysing of data. In this way, difference of responses in one variable could be set against variations in other variables and likewise causal analysis could be reached in a logical, deductive fashion. This approach is aptly summarized by de Vaus, (1995) in 'the logic of survey analysis is that variation in one variable is matched with variations in other variables'.

Catherine Marsh (1982) has deliberated on much of the criticisms of the survey approach and concludes that

Structured questionnaires are used too readily and with insufficient thought; many, perhaps a majority, are inadequately designed and piloted, and too often for

comfort, are not an appropriate way of collecting the information that was required for the problem at hand (1982, p.55).

In this study, it has been attempted to design the questionnaire as an integral part of the general plan and specific aims of the research question. It was part of the whole process as opposed to just the tool for the fieldwork stage. In this sense, consideration has been given to what was known before the survey was conducted, what types of information could not be gathered through this method and further adaptation of it for a subsequent broader sample. Yet, there are some additional obvious disadvantages to the survey strategy as applied in this context. Directors of Studies may not necessarily have reported their beliefs and attitudes accurately. Their individual views may have conflicted with the collective 'departmental' view, which is what they were asked to represent. The data may also have been affected by the recall, knowledge and specifically the degree of experience of the respondents. However, balanced against other methods and linking the choice to the desired outcomes, it is believed that the web survey questionnaire served as an efficient means of gathering reasonably large amounts of data in a short period of time.

The survey was shaped by technical and practical considerations. Ethical issues that were anticipated or subsequently arose during the development of the survey were treated separately.

### *Technical*

Stratified purposive sampling was used in the second dominant phase of the study. The sample was obtained by dividing the purposefully selected target population into groups

or strata so that each element belonged to a single stratum. The goal was to discover elements that were similar or different across the sub-groups. Twelve Danish universities and twenty-one Swedish universities were purposively selected out of the eighty-six institutions officially classified as having the right to award post-graduate degrees. University colleges were not included although it is fully acknowledged that these are independent and state-regulated higher education institutions, many of whom have cooperation with universities in relation to both study programmes and research and development projects. As many colleges have a predominantly regional base, they are worthy of a separate independent study of this nature, results of which could be usefully compared with the findings here from the university sector.

Two strata were used:

Strata 1. =LOCATION: capital or provincial campus settings. Capital was defined as having proximity to the capital area or next largest population clusters. Provincial was defined as any locations in the outlying areas.

Strata 2. = SIZE: large or small departments. Large was defined as institutions with department size greater than or equal to 20. Small institutions had less than 20 departments.

This provided four cells:

Large departments in capital locations

Large departments in provincial locations

Small departments in capital locations

Small departments in provincial locations

A systematic sample of 276 departments was aimed at from a population of 357 departments at institutions of Higher Education. Use of probability sampling helped to ensure that the samples chosen were representative of the HE population. Foreign language departments were excluded on the grounds that English language medium was not applicable to these subject areas.

### **3.8 Ethical Issues**

Web surveys offer a wide range of design choices and these have a potential effect on the answers that people may give in responding to a survey. The question text can generally be supported with a variety of visual elements such as colour, graphics and interactive features that provide instant feedback as the respondent completes the survey. Such auxiliary features as shown by Redline & Dillman, 1999 can facilitate or distract from the task of completing the survey.

The web survey used in this study was a scrollable survey form. In this format, respondents could see how far they had progressed and how much they had left to complete. It also allowed respondents to browse the entire survey before answering a single question. Given that the use of progress indicators generally requires additional download time, it was decided not to use them since they may slow down the survey sufficiently to result in slower completion rates. There was no measure of abandonments however, so it was not possible to see when respondents lost motivation or if they began



to complete the survey and gave up at some point in the process and for what reason. It is acknowledged that abandonment is a major concern in web surveys (Jeavons 1998).

In a number of the questions, a radio button format was used. The assumption here was that clicking a radio button requires less effort from the respondent than typing an answer in the box. In addition, the mouse versus keyboard could be used for this input which had the advantage of taking less time and this was a factor given the profile, time constraints and job description of the respondents. Furthermore, radio buttons tend to contain the range of possible answers and this in itself prevented out-of-range answers.

The ethical responsibilities in this research project extended to directors of studies in their role as research participants. Professional colleagues and the wider public, including the student population might also be affected by the research findings. As in keeping with most professional codes of ethics, the importance of five ethical responsibilities towards the survey participants was emphasised at the outset. These included voluntary participation, informed consent, no harm, confidentiality/ anonymity and privacy (De Vaus, 2002: 59-65).

### **3.9 Methods of Data Collection and Analysis**

A two-phase sequential mixed methods study was conducted. The focus group was directors of studies. Directors of studies at Danish and Swedish universities are responsible for the practical arrangements of curricula and teaching syllabus of individual study programmes. This includes the three main areas of teaching, student counselling and examinations. Directors of studies also have responsibility for allocating the

teaching resources that are allotted by the faculty council in the form of grants or entitlements to teaching resources. They are elected from the full-time employed members of the academic staff who are members of the study committee. Their election is subsequently approved by the dean. Their role and job description made them particularly suitable as an informed focus group for the purposes of this study.

The questionnaire survey was conducted in English. While it is acknowledged that this choice may impact on the study, it is justified for the following reasons. Directors of studies are not solely educational administrators but academics and researchers within their own professional disciplines. As such, they are exposed to and contribute to a wide range of materials published through English. They aim, like other Scandinavian academics, to be cited in foreign journals and most certainly attend conferences where English is the language of delivery. While it is likely that either Danish or Swedish will dominate much of their daily administrative duties, they regularly preview and assess the appropriateness and usability of English language based course material at degree level. They also engage and liaise with prospective Fulbrights, visiting lecturers and other foreign staff member about curricular issues through the medium of English. As such, certain favourable assumptions have been made about their command of English for the purposes of this study. The general format of the questionnaire was unlikely to be problematic in this regard except where short/long text input responses were required. This was not perceived as a problem during the pilot test stage. The survey questionnaire also enables data gathering on the length of time respondents have been in the role of director of studies. This is of relevance when comparing the Danish and Swedish general profiles. Since the theme of English medium teaching is

strategically flagged up in the title of the study, it is somewhat appropriate that the results should likewise be recorded and provided in English. The findings are after all assumed to be relevant to a range of contexts outside of the Danish and Swedish situations.

### **3.9.1 Mode of Dissemination**

The web survey was a combined web page and e-mail format. This method involved making an electronic version of the questionnaire available on the internet so that the web pages were simply used as a means of distributing the survey. Respondents subsequently downloaded the questionnaire to their own computer and then e-mailed the responses directly to the researcher. The combined web and e-mail was sent out to the survey participants in June 2005. The accompanying cover letter explained the purpose of the study and its basic procedures and an assurance of confidentiality. There was brief information about how the respondent was selected for the study and how and when to return the questionnaire. In addition, there was some information about the way in which the data and conclusions might be put. The cover letter was sent in Danish to universities in Denmark and in Swedish to those targeted in Sweden. The identity and contact details of the researcher and an offer to answer any questions were also provided. A follow-up of identified non-responders was carried out in September at the commencement of the new academic year 2005-06.

### *Practical Considerations*

The survey design needed to take account of the fact that this was an Ed.D thesis and that the results were to be seen as a follow-up on the Institution Focused Study conducted in 2003. As such, the time frame was an important factor as the pace of change in issues of internationalisation had intensified during the intervening period. Government legislation and wider EU incentives for increasing internationalisation at HE institutions and ‘internationalisation at home’ would inevitably impact on what institutions chose to do in terms of internal policy and planning. If the study findings are to be worthy of dissemination to the profession and wider public, and more significantly of use to them, then the reality of a pre-determined time frame needed to be adhered to as much as possible.

The site visits and interviews had to be completed and analysed before addressing the content of the web survey. The logistics of interviewing the research participants at each of the four institutions had to therefore take in to account the realities of budget restraints and travel arrangements to and from these universities.

### **3.9.2 The Survey Questionnaire**

The questionnaire was divided in to three sections. (See Appendix G). This helped the structure of the questionnaire and provided a better flow as well as allowing for grouping of the questions into coherent categories. There was also a movement from easy to more difficult questions and from more concrete to abstract issues. Where possible, attention

was directed at using a variety of question formats so that the questionnaire remained interesting.

Every attempt was made to ensure that the response alternatives provided an adequate range of responses to cover all respondents. This level of measurement of a variable was seen as significant in the choice of statistical methods when the data was later to be analysed. Concern was therefore very much centered round the framing of the questions in the survey.

### ***Pilot Test***

Once the questionnaire had been developed, it was pretested on twelve individuals to evaluate its effectiveness as a whole. This was undeclared pilot testing and the group consisted of both past and current directors of studies. There was a concern from the outset that the experience of doing the combined web and e-mail format questionnaire should be interesting and inviting for the respondents. The questioning format was therefore varied to help prevent respondents falling in to "response sets". Aspects such as meaning, flow and variation of individual questions and non response were examined in the pilot phase. The transition from Section 2 to Section 3 was modified as a result to allow respondents move more smoothly between these. The number of text input response spaces was also reduced and modified as respondents seemed not to favour these and they made Section 3 drag unnecessarily. One respondent was justifiably suspicious about downloading and opening the files and subsequent e-mail and telephone correspondence assured the respondent that the file was virus free. A printer-friendly version of the questionnaire was added as an option after the trial phase. No technical or practical problems with the web survey format arose here.

## SECTION 1

Section 1 had nine questions all of which were aimed at developing an institutional profile of each of the directors of studies. This included information about nationality, age, gender, departmental size, enrolment and faculty affiliation. These were easily answered questions and there was concern with maintaining a logical flow to the questions. This background information was important for statistical purposes and for the construction of variables as well as providing answers to the research question itself.

Questions 1.1, 1.2 and 1.6 were multiple choice formats. This required respondents to choose just one response from three or more alternatives. This was seen as appropriate for these types of demographic questions.

Questions 1.3 to 1.5 were binary choice formats using dichotomous questions. They asked the respondent to choose between one or two fixed alternatives.

Questions 1.7, 1.8 and 1.9 were factual questions and fitted in with the logical flow of the questionnaire.

## SECTION 11

Section 11 related to issues of internationalisation and covered fourteen questions/areas. Question 2.2 contained Group Single Choice/Rated Questions. Questions 2.3, 2.7, 2.11, 2.12 and 2.14 were open-ended short-text input questions. Question 2.8 was an attitudinal question and was the only one which incorporated a “Don’t Know” response option. As there is generally a great deal of controversy surrounding the “don’t know” response category, it was deemed appropriate to use it here since it gave the respondents the possibility to state that they had no opinion or had not thought about this particular issue. Question 2.10 was a multiple choice type where respondents were able to tick several responses using a multiple answer mode. This was useful here however since it enabled nominal data to be collected and later processed using the chi-square statistic and cross-tabulations.

## SECTION 111

The questions addressed in Section 111 were specifically related to issues of teaching through English. Question 3.1 was a multiple choice type with ‘anchor statements’ (e.g. ‘strongly agree’, ‘agree’) provided, allowing a degree of discrimination in response. This Likert scale format provided a range of responses to the given statements on English language and teaching.

Question 3.2 had a summated rating scale on the availability of course teaching through English.

Question 3.3 was a dichotomous question and was used here because it compelled respondents to take a stance on the particular issue. It also enabled this nominal data to be gathered and later processed using the chi-square statistic.

Questions 3.4 and 3.5 were text input responses.

## **Conclusion**

Chapter three linked the themes of internationalisation and English medium teaching of the preceding chapters and justified the appropriateness of a comparative orientation in the thesis. It outlined a theoretical framework against which the research design is to be understood. Claims disputing the incomplete nature of knowledge and findings have also been addressed. Much attention was focused on methods and the initial information gathering phase of the qualitative part of the research. These findings were summarized under three headings, descriptions, themes and assertions. They served to form a preliminary account of the data gathered from the university site visits and were subsequently used to inform the follow-on quantitative part of the study. The findings were influential in shaping the questions and the content of the web survey questionnaire. In the next chapter, answers to these questions and the results of the survey questionnaire will be presented.



## *Chapter 4*

### *RESULTS*

In this chapter, preliminary results of the questionnaire survey are presented. Each of the three sections of the survey is dealt with in chronological order. The table of results features simple frequency distributions and a series of cross tabulations. Derived data such as descriptive summaries, means and standard deviations have been compiled from the raw data.

#### **4.1 Results**

A systematic sample of 276 departments was aimed at from a population of 357 departments at universities in Denmark and Sweden. Since the sample size affects the validity of the statistical conclusion of the findings, attention was focused on the number of selections in the study. Bias in the sample is nonrandom and is accounted for in the description of the sampling procedure and the strata selected. Frequency is important and the variables at ordinal, interval and ratio level are taken in to account.

*Response rate = Number returned* 133 *x 100*

**59.375%**

**224**

*N in sample (276) – (ineligible [23] + unreachable [29])*

## **Preliminary Results**

Responses to questions 1.1 and 1.2 provided a profile of the departments and divisions which responded to the questionnaire survey. Typically the department was more than ten years old and 33% of the respondents represented the social sciences.

### **Question 1.1 Faculty/division**

Table 1 shows a distribution of the responses from the faculties and divisions included in the questionnaire. Social science respondents dominate and they are followed by the sciences and arts divisions. As independent divisions, law and theology are small since they are typically grouped under the faculty of social sciences.

**Table 1**

#### **Distribution of responses by faculty/division**

| Faculty/Division      | Frequency | Percent |
|-----------------------|-----------|---------|
| Sciences              | 26        | 19.5    |
| Health Sciences       | 10        | 7.5     |
| Social Sciences       | 44        | 33.1    |
| Arts                  | 20        | 15.0    |
| Law                   | 1         | 0.8     |
| Theology              | 4         | 3.0     |
| Engineering & Science | 17        | 12.8    |
| Total                 | 133       | 100.00  |

Q. 1.2 Length of time the department has been set up

Approximately three-quarters of the directors of studies who responded to the questionnaire are affiliated to departments which had been set up for ten years or more.

Table 2 shows that newer departments of one to two years constitute only 5.3% of respondents.

**Table 2**

**Age of Department**

| Years              | Frequency | Percent |
|--------------------|-----------|---------|
| Less than one year | 2         | 1.5     |
| 1-2 years          | 5         | 3.8     |
| 3-5 years          | 12        | 9.0     |
| 6-10 years         | 13        | 9.8     |
| More than 10 years | 101       | 75.9    |
| Total              | 133       | 100     |

Q. 1.3 Gender

A gender breakdown as in Table 3 shows that three quarters of the directors of studies respondents are male. Only 24.8% of respondents were female.

**Table 3**

**Gender**

| Sex    | Frequency | Percent |
|--------|-----------|---------|
| Male   | 100       | 75.2    |
| Female | 33        | 24.8    |
| Total  | 133       | 100     |

#### Q.1.5 Age of respondent

**Table 4**

##### **Age of Director of Studies**

| Years | Frequency | Percent |
|-------|-----------|---------|
| 25-39 | 22        | 16.5    |
| 40-55 | 72        | 54.1    |
| 56+   | 39        | 29.3    |
| Total | 133       | 100     |

Table 4 shows a distribution of the age of the respondents. Typically, the age of the director of studies respondents is between 40 and 55 years. The number of younger directors of studies in the age category of 25-39 years represents only 16.5%. 54% are in the age category of 40-55 years. Approximately 29% place themselves in the 56+ year's category.

#### Q.1.6 Length of time as Director of Studies

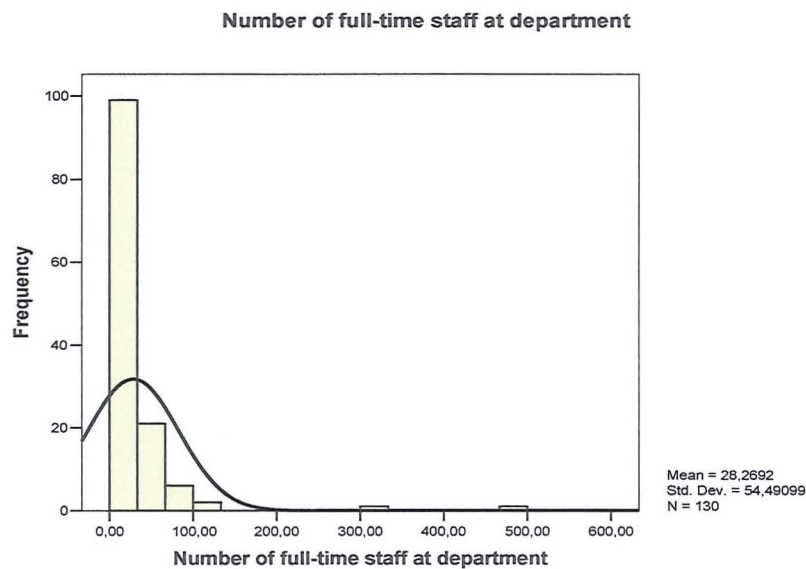
Approximately 40% of respondents have held the position of Director of Studies for over four years. Only 3% were new to the role having done the job for less than six months.

**Table 5.**

##### **Period in Position as Director of Studies**

| Period in years    | Frequency | Percent |
|--------------------|-----------|---------|
| Less than 6 months | 4         | 3.0     |
| 6 months to 1 year | 12        | 9.0     |
| 1-2 years          | 36        | 27.1    |
| 3-4 years          | 28        | 21.1    |
| Over 4 years       | 53        | 39.8    |
| Total              | 133       | 100     |

Figure A



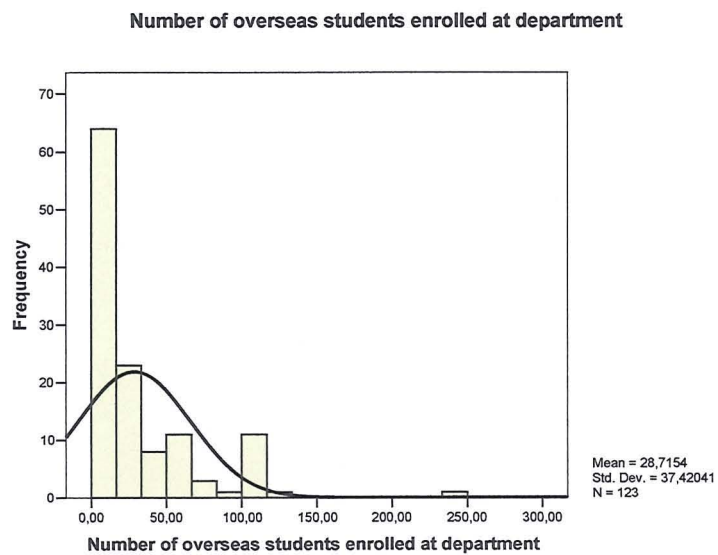
The mean number of full-time staff at departments was 28. The mean of a number of issues related to the typical department profile is shown in Table 6. This provides a useful overview and only represents the responses from the directors of studies who were surveyed.

Table 6. Department Profile

|                |         | Statistics             |          |  |  |  |   |  |
|----------------|---------|------------------------|----------|--|--|--|---|--|
|                |         | q1.2 Age of Department | q1.5 Age | q1.6 Period as Position of Director of Studies | q1.7 Number of full-time staff at department | q1.8 Number of full-time students enrolled at department | q1.9 Number of overseas students enrolled at department | q2.12 How many students should be admitted |
| N              | Valid   | 133                    | 133      | 133  | 130  | 127  | 123   | 66   |
|                | Missing | 0                      | 0        | 0  | 3  | 6  | 10  | 67   |
| Mean           |         | 4,5489                 | 2,1278   | 3,8571   | 28,2692                                      | 497,9528   | 28,7154   | 51,3030                                    |
| Std. Deviation |         | ,91673                 | ,66758   | 1,13580  | 54,49099                                     | 759,06468  | 37,42041  | 61,72843                                   |

The mean number of full-time students enrolled at departments was 498 while the mean number of overseas students enrolled at each department was 29. The overseas student data is presented in Figure B below. This will be revisited in the discussion of the findings in Chapter 5 since the enrollment of these students has implications for internationalisation policy planning and course teaching through English.

**Figure B. The mean number of overseas students enrolled at dept.**



The second part of the questionnaire survey centered on issues of internationalisation. Two thirds of the respondents reported having an existing policy on internationalisation while 32% did not have a policy.

As seen from the following tables, there was a spread of opinion regarding issues of the international visibility of the department and expansion of links with partner institutions abroad. Typically, the respondents were positive but varied in how they weighted the importance of these issues on a scale of one to five where one was considered most important. As evident in Table 7, 65% of respondents ranked the expansion of links with partner institutions abroad as being a significant issue. Likewise, in Table 8, responses tended to cluster around number two in ranking the importance of the international visibility of the department.

**Table 7**

**q2.2b Expansion of links with partner institutions abroad**

|         |                 | Frequency | Percent |
|---------|-----------------|-----------|---------|
| Valid   | Most important  | 35        | 26,3    |
|         | 2,00            | 50        | 37,6    |
|         | 3,00            | 35        | 26,3    |
|         | 4,00            | 10        | 7,5     |
|         | Least important | 1         | ,8      |
|         | Total           | 131       | 98,5    |
| Missing | Missing         | 2         | 1,5     |
| Total   |                 | 133       | 100,0   |

**Table 8****q2.2c Concern with international visibility of the department**

|         |                 | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------|-----------|---------|---------------|--------------------|
| Valid   | Most important  | 31        | 23,3    | 23,7          | 23,7               |
|         | 2,00            | 59        | 44,4    | 45,0          | 68,7               |
|         | 3,00            | 28        | 21,1    | 21,4          | 90,1               |
|         | 4,00            | 11        | 8,3     | 8,4           | 98,5               |
|         | Least important | 2         | 1,5     | 1,5           | 100,0              |
|         | Total           | 131       | 98,5    | 100,0         |                    |
| Missing | Missing         | 2         | 1,5     |               |                    |
| Total   |                 | 133       | 100,0   |               |                    |

Approximately one fifth of the respondents rated an increasing use of English as the publishing medium as being a most important issue. Indeed, only 8% considered it to be of least significance.

**Table 9****q2.2d More use of English as the publishing medium**

|         |                 | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------|-----------|---------|---------------|--------------------|
| Valid   | Most important  | 26        | 19,5    | 19,8          | 19,8               |
|         | 2,00            | 49        | 36,8    | 37,4          | 57,3               |
|         | 3,00            | 27        | 20,3    | 20,6          | 77,9               |
|         | 4,00            | 18        | 13,5    | 13,7          | 91,6               |
|         | Least important | 11        | 8,3     | 8,4           | 100,0              |
|         | Total           | 131       | 98,5    | 100,0         |                    |
| Missing | Missing         | 2         | 1,5     |               |                    |
| Total   |                 | 133       | 100,0   |               |                    |



89% of respondents were positive to the idea that departments should provide an international dimension to teaching. Only 21% however, rated internationalisation of the curriculum as a most important issue. On the issue of English language taught programmes however, different expectations for undergraduate and graduate level emerged. As evident in Table 11, 48% of respondents were opposed to providing English language taught programmes at undergraduate level. By contrast, 71% indicated that they were in favour of these at graduate level (Table 12). This result has direct relevance to question 2.6 in the survey where 54% of the respondents admitted having no policy on the teaching of subjects through English (Table 13). These findings will be addressed further in the discussion in Chapter 5.

**Table 10**

**12.3 Should department provide an international dimension to teaching?**

|         |         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------|-----------|---------|---------------|--------------------|
| Valid   | Yes     | 118       | 88,7    | 94,4          | 94,4               |
|         | No      | 7         | 5,3     | 5,6           | 100,0              |
|         | Total   | 125       | 94,0    | 100,0         |                    |
| Missing | Missing | 8         | 6,0     |               |                    |
| Total   |         | 133       | 100,0   |               |                    |

**Table 11****q2.4 Offer English-language taught programmes at undergraduate level**

|         |         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------|-----------|---------|---------------|--------------------|
| Valid   | Yes     | 66        | 49,6    | 50,8          | 50,8               |
|         | No      | 64        | 48,1    | 49,2          | 100,0              |
|         | Total   | 130       | 97,7    | 100,0         |                    |
| Missing | Missing | 3         | 2,3     |               |                    |
| Total   |         | 133       | 100,0   |               |                    |

**Table 12****q2.5 Offer English-language taught programmes at graduate level**

|         |         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------|-----------|---------|---------------|--------------------|
| Valid   | Yes     | 94        | 70,7    | 72,3          | 72,3               |
|         | No      | 36        | 27,1    | 27,7          | 100,0              |
|         | Total   | 130       | 97,7    | 100,0         |                    |
| Missing | Missing | 3         | 2,3     |               |                    |
| Total   |         | 133       | 100,0   |               |                    |

**Table 13****q2.6 Have policy on the teaching of subjects through English**

|         |         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------|-----------|---------|---------------|--------------------|
| Valid   | Yes     | 57        | 42,9    | 44,2          | 44,2               |
|         | No      | 72        | 54,1    | 55,8          | 100,0              |
|         | Total   | 129       | 97,0    | 100,0         |                    |
| Missing | Missing | 4         | 3,0     |               |                    |
| Total   |         | 133       | 100,0   |               |                    |

The respondents agreed that increasing the numbers of both incoming and outgoing exchange students was important. This corresponded with the perceived departments' attitude to the role of international students at an institution (Table 14) where 83% were in favour of having them on campus. 69% of respondents agreed that there was a need to recruit foreign students against 29% who viewed this as unnecessary.

**Table 14**

**q2.8 Department's attitude to the role of international students at institution**

|         |            | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------|-----------|---------|---------------|--------------------|
| Valid   | In favour  | 110       | 82,7    | 85,9          | 85,9               |
|         | Neutral    | 17        | 12,8    | 13,3          | 99,2               |
|         | Against    | 1         | ,8      | ,8            | 100,0              |
|         | Total      | 128       | 96,2    | 100,0         |                    |
| Missing | Don't know | 3         | 2,3     |               |                    |
|         | Missing    | 2         | 1,5     |               |                    |
|         | Total      | 5         | 3,8     |               |                    |
| Total   |            | 133       | 100,0   |               |                    |

Questions 2.10a, 2.10b and 2.10c of the questionnaire survey dealt with reasons for the recruitment of foreign students. Results show that in responding to reasons for recruiting foreign students, diversity and attracting quality students were selected as being most significant by the director of studies respondents. The frequency and percentage of responses to these three questions have been combined here in Table 15.

**Table 15. Reasons for recruiting foreign students**

| <i>Reasons</i>   | <i>Frequency selected</i> | <i>Percent selected</i> |
|--|---------------------------|-------------------------|
| Diversity  | 61                        | 45.9                    |
| Creating cultural awareness                                | 45                        | 33.8                    |
| To attract best quality students from all around the world | 64                        | 48.1                    |

Financial considerations were also used as a category of response for the recruitment of foreign students in the questionnaire survey. Interestingly, 77% of respondents did not see the potential intake from foreign student tuition fees as an overriding reason for recruiting these students. These findings are shown in Table 16.

**Table 16**

**q2.10d Reasons for recruiting foreign students: Financial considerations, e.g. foreign students pay tuition fees**

|         |              | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------|-----------|---------|---------------|--------------------|
| Valid   | Selected     | 29        | 21,8    | 22,1          | 22,1               |
|         | Not-selected | 102       | 76,7    | 77,9          | 100,0              |
|         | Total        | 131       | 98,5    | 100,0         |                    |
| Missing | Missing      | 2         | 1,5     |               |                    |
| Total   |              | 133       | 100,0   |               |                    |

Surprisingly, over two thirds of the respondents indicated that having more foreign students on campus did not necessarily improve the research profile (Table 17). Moreover, respondents seemed to indicate that there was very little connection between

having foreign students at a department and improving the international profile of research (Tables 18 & 19).

**Table 17**

**q2.10e Reasons for recruiting foreign students: Having more foreign students helps to improve research**

|         |              | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------|-----------|---------|---------------|--------------------|
| Valid   | Selected     | 38        | 28,6    | 29,0          | 29,0               |
|         | Not-selected | 93        | 69,9    | 71,0          | 100,0              |
|         | Total        | 131       | 98,5    | 100,0         |                    |
| Missing | Missing      | 2         | 1,5     |               |                    |
| Total   |              | 133       | 100,0   |               |                    |

**Table 18**

**q2.10f Reasons for recruiting foreign students: Having more foreign students helps to improve the international profile of research**

|         |              | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------|-----------|---------|---------------|--------------------|
| Valid   | Selected     | 45        | 33,8    | 34,4          | 34,4               |
|         | Not-selected | 86        | 64,7    | 65,6          | 100,0              |
|         | Total        | 131       | 98,5    | 100,0         |                    |
| Missing | Missing      | 2         | 1,5     |               |                    |
| Total   |              | 133       | 100,0   |               |                    |

**Table 19**

**q2.10g Reasons for recruiting foreign students: Having more foreign students helps to secure the research base**

|         |              | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------|-----------|---------|---------------|--------------------|
| Valid   | Selected     | 16        | 12,0    | 12,2          | 12,2               |
|         | Not-selected | 115       | 86,5    | 87,8          | 100,0              |
|         | Total        | 131       | 98,5    | 100,0         |                    |
| Missing | Missing      | 2         | 1,5     |               |                    |
| Total   |              | 133       | 100,0   |               |                    |

In response to how many foreign students should ideally be admitted, the directors of studies spread their responses from zero to one hundred and fifty. Overall, they indicated that the mean number of foreign students at departments should be approximately 50. As evident in Table 20 below, there was overall agreement that foreign students should be given the same opportunities as domestic students.

**Table 20**

**q2.13 Should foreign students be given the same opportunities as domestic students**

|         |         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------|-----------|---------|---------------|--------------------|
| Valid   | Yes     | 116       | 87,2    | 98,3          | 98,3               |
|         | No      | 2         | 1,5     | 1,7           | 100,0              |
|         | Total   | 118       | 88,7    | 100,0         |                    |
| Missing | Missing | 15        | 11,3    |               |                    |
| Total   |         | 133       | 100,0   |               |                    |

Section three of the questionnaire survey related to issues on English medium teaching. 50% of the directors of studies indicated that the provision of funding for course teaching through English was inadequate. As evident in Table 21, 13% were undecided about the funding issue. Approximately half of the respondents claimed to be satisfied with the variety of courses offered through the medium of English.

**Table 21**

**q3.1a The provision of funding for course teaching through English is adequate**

|         |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid   | Strongly disagree | 22        | 16,5    | 19,0          | 19,0               |
|         | disagree          | 45        | 33,8    | 38,8          | 57,8               |
|         | Agree             | 43        | 32,3    | 37,1          | 94,8               |
|         | Strongly agree    | 6         | 4,5     | 5,2           | 100,0              |
|         | Total             | 116       | 87,2    | 100,0         |                    |
| Missing | No answer         | 17        | 12,8    |               |                    |
| Total   |                   | 133       | 100,0   |               |                    |

74% of respondents were satisfied with the attitude of staff towards teaching through English while 65% indicated satisfaction with the English competency level of staff in meeting the needs of foreign students (Table 22). Over 60% indicated that there was a need to adapt teaching practice to meet the needs of foreign students.

**Table 22**

**q3.1d I am satisfied with the competency level of staff to meet the needs of foreign students**

|         |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid   | Strongly disagree | 5         | 3,8     | 4,0           | 4,0                |
|         | disagree          | 34        | 25,6    | 27,0          | 31,0               |
|         | Agree             | 70        | 52,6    | 55,6          | 86,5               |
|         | Strongly agree    | 17        | 12,8    | 13,5          | 100,0              |
|         | Total             | 126       | 94,7    | 100,0         |                    |
| Missing | No answer         | 7         | 5,3     |               |                    |
| Total   |                   | 133       | 100,0   |               |                    |

Interestingly, 38% of the respondents disagreed that teaching foreign students in English actually helped research (Table 23). Over 72% agreed that competition among universities can raise standards for both domestic and foreign students (Table 24).

**Table 23**

**q3.1f Teaching foreign students in English helps to improve research**

|         |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid   | Strongly disagree | 6         | 4,5     | 5,2           | 5,2                |
|         | disagree          | 44        | 33,1    | 38,3          | 43,5               |
|         | Agree             | 51        | 38,3    | 44,3          | 87,8               |
|         | Strongly agree    | 14        | 10,5    | 12,2          | 100,0              |
|         | Total             | 115       | 86,5    | 100,0         |                    |
| Missing | No answer         | 18        | 13,5    |               |                    |
| Total   |                   | 133       | 100,0   |               |                    |



**Table 24****q3.1g Competition among universities can raise standards for home and foreign students**

|         |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid   | Strongly disagree | 3         | 2,3     | 2,6           | 2,6                |
|         | disagree          | 18        | 13,5    | 15,4          | 17,9               |
|         | Agree             | 74        | 55,6    | 63,2          | 81,2               |
|         | Strongly agree    | 22        | 16,5    | 18,8          | 100,0              |
|         | Total             | 117       | 88,0    | 100,0         |                    |
| Missing | No answer         | 16        | 12,0    |               |                    |
| Total   |                   | 133       | 100,0   |               |                    |

When confronted with the question of whether there were alternatives to teaching through English, a total of 61% of the respondents replied that there were not other options. Moreover, Table 25 shows that there was clear agreement (78%), that institutions should have the autonomy to determine what provisions should be made, if any, in relation to teaching through the medium of other languages.

**Table 25****q3.1h Institutions should decide for themselves what provisions they will make in relation to other languages**

|         |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid   | Strongly disagree | 2         | 1,5     | 1,7           | 1,7                |
|         | disagree          | 11        | 8,3     | 9,4           | 11,1               |
|         | Agree             | 78        | 58,6    | 66,7          | 77,8               |
|         | Strongly agree    | 26        | 19,5    | 22,2          | 100,0              |
|         | Total             | 117       | 88,0    | 100,0         |                    |
| Missing | No answer         | 16        | 12,0    |               |                    |
| Total   |                   | 133       | 100,0   |               |                    |

Finally, on the issue of the quantity of courses offered through English, 53% of respondents stated that there was about the right amount available while 45% admitted that there were too few English medium courses on offer.

### Crosstabulations

It was useful at this stage to undertake some crosstabulations regarding policy on the teaching of subjects through English, internationalisation policy and the number of programme offerings at undergraduate and graduate level. Crosstabulations were also done at country level and the results of these are outlined in tables 26-32.

**Table 26**

**q2.4 Offer English-language taught programmes at undergraduate level \* q2.6 Have policy on the teaching of subjects through English Crosstabulation**

|  |   |   | q2.6 Have policy on the teaching of subjects through English |        | Total  |
|--|---|---|--|--------|--------|
|  |   |   | Yes  | No     |        |
| q2.4 Offer English-language taught programmes at undergraduate level | Yes   | Count   | 34   | 31     | 65     |
|  |   | % within q2.6 Have policy on the teaching of subjects through English | 59,6%  | 43,7%  | 50,8%  |
|  | No  | Count   | 23   | 40     | 63     |
|  |   | % within q2.6 Have policy on the teaching of subjects through English | 40,4%  | 56,3%  | 49,2%  |
| Total  | Count   |   | 57   | 71     | 128    |
|  | % within q2.6 Have policy on the teaching of subjects through English |   | 100,0%   | 100,0% | 100,0% |

**Table 27**

**q2.4 Offer English-language taught programmes at undergraduate level \* q2.1 Have policy on Internationalisation Crosstabulation**

|  |   |   | q2.1 Have policy on Internationalisation |        | Total  |
|--|---|---|--|--------|--------|
|  |   |   | Yes                                      | No     |        |
| q2.4 Offer English-language taught programmes at undergraduate level | Yes   | Count   | 50                                       | 16     | 66     |
|  |   | % within q2.1 Have policy on Internationalisation | 58,1%                                    | 37,2%  | 51,2%  |
|  | No  | Count   | 36                                       | 27     | 63     |
|  |   | % within q2.1 Have policy on Internationalisation | 41,9%                                    | 62,8%  | 48,8%  |
| Total  | Count   |   | 86                                       | 43     | 129    |
|  | % within q2.1 Have policy on Internationalisation |   | 100,0%                                   | 100,0% | 100,0% |

The crosstabulations in Tables 26 and 27 apply to undergraduate level only. It is clear from the data of those who responded, that having a policy on the teaching of subjects through English and likewise, having a policy on internationalisation affected the course offerings through the medium of English at undergraduate level. Tables 28 and 29 deal with graduate level and a similar picture emerges here. Table 29 shows that 77% of the director of studies respondents who had a policy on internationalisation also offered English language taught programmes at graduate level.

Table 28

**q2.5 Offer English-language taught programmes at graduate level \* q2.6 Have policy on the teaching of subjects through English Crosstabulation**

|   |   |   | q2.6 Have policy on the teaching of subjects through English |        | Total  |
|---|---|---|--|--------|--------|
|   |   |   | Yes  | No     |        |
| q2.5 Offer English-language taught programmes at graduate level | Yes   | Count   | 48   | 45     | 93     |
|   |   | % within q2.6 Have policy on the teaching of subjects through English | 85,7%  | 62,5%  | 72,7%  |
|   | No  | Count   | 8  | 27     | 35     |
|   |   | % within q2.6 Have policy on the teaching of subjects through English | 14,3%  | 37,5%  | 27,3%  |
| Total   | Count   |   | 56   | 72     | 128    |
|   | % within q2.6 Have policy on the teaching of subjects through English |   | 100,0%   | 100,0% | 100,0% |

Table 29

**q2.5 Offer English-language taught programmes at graduate level \* q2.1 Have policy on Internationalisation Crosstabulation**

|   |   |   | q2.1 Have policy on Internationalisation |        | Total  |
|---|---|---|--|--------|--------|
|   |   |   | Yes                                      | No     |        |
| q2.5 Offer English-language taught programmes at graduate level | Yes   | Count   | 66                                       | 28     | 94     |
|   |   | % within q2.1 Have policy on Internationalisation | 76,7%                                    | 65,1%  | 72,9%  |
|   | No  | Count   | 20                                       | 15     | 35     |
|   |   | % within q2.1 Have policy on Internationalisation | 23,3%                                    | 34,9%  | 27,1%  |
| Total   | Count   |   | 86                                       | 43     | 129    |
|   | % within q2.1 Have policy on Internationalisation |   | 100,0%                                   | 100,0% | 100,0% |

The crosstabulations in Tables 30 and 31 look at the course offerings through the medium of English from a country perspective. Here, it is very clear that the Danish institutions surveyed, offer fewer English medium taught programmes at undergraduate level than their Swedish counterparts. In contrast, Table 31 shows the opposite to hold at graduate level with 80% of the Danish respondents claiming to offer English language taught graduate study programmes.

**Table 30**

**q2.4 Offer English-language taught programmes at undergraduate level \* q1.4 Nationality**  
**Crosstabulation**

|  |     |                           | q1.4 Nationality |                    |        |
|--|-----|---------------------------|------------------|--------------------|--------|
|  |     |                           | Danish           | Non-Danish citizen | Total  |
| q2.4 Offer English-language taught programmes at undergraduate level | Yes | Count                     | 20               | 46                 | 66     |
|  |     | % within q1.4 Nationality | 43,5%            | 54,8%              | 50,8%  |
|  | No  | Count                     | 26               | 38                 | 64     |
|  |     | % within q1.4 Nationality | 56,5%            | 45,2%              | 49,2%  |
| Total  |     | Count                     | 46               | 84                 | 130    |
|  |     | % within q1.4 Nationality | 100,0%           | 100,0%             | 100,0% |

**Table 31**

**q2.5 Offer English-language taught programmes at graduate level \* q1.4 Nationality**  
**Crosstabulation**

|   |     |                           | q1.4 Nationality |                    |        |
|---|-----|---------------------------|------------------|--------------------|--------|
|   |     |                           | Danish           | Non-Danish citizen | Total  |
| q2.5 Offer English-language taught programmes at graduate level | Yes | Count                     | 36               | 58                 | 94     |
|   |     | % within q1.4 Nationality | 80,0%            | 68,2%              | 72,3%  |
|   | No  | Count                     | 9                | 27                 | 36     |
|   |     | % within q1.4 Nationality | 20,0%            | 31,8%              | 27,7%  |
| Total   |     | Count                     | 45               | 85                 | 130    |
|   |     | % within q1.4 Nationality | 100,0%           | 100,0%             | 100,0% |

The crosstabulations in Table 32 highlight the fact that there is more policy in place at Danish universities surrounding the teaching of subjects through English. The table does not distinguish between the categories of undergraduate or graduate level. Only 35% of the Swedish respondents reported having a policy on the teaching of subjects through the medium of English.

**Table 32**

**q2.6 Have policy on the teaching of subjects through English \* q1.4 Nationality Crosstabulation**

|  |     |                           | q1.4 Nationality |                    |        |
|--|-----|---------------------------|------------------|--------------------|--------|
|  |     |                           | Danish           | Non-Danish citizen | Total  |
| q2.6 Have policy on the teaching of subjects through English | Yes | Count                     | 28               | 29                 | 57     |
|  |     | % within q1.4 Nationality | 62,2%            | 34,5%              | 44,2%  |
|  | No  | Count                     | 17               | 55                 | 72     |
|  |     | % within q1.4 Nationality | 37,8%            | 65,5%              | 55,8%  |
| Total  |     | Count                     | 45               | 84                 | 129    |
|  |     | % within q1.4 Nationality | 100,0%           | 100,0%             | 100,0% |

The crosstabulations serve to give an immediate overview of the contrasts and parallels between the two countries. The findings reflect the views given by the individual director of studies respondents and caution has therefore to be applied in typifying the results at national level.

## Conclusion

In this chapter, key original or raw data obtained from responses to the web questionnaire surveys have been presented. The results may be summarized as follows:

133 Directors of Studies responded to the questionnaire accounting for a 59% response rate. The respondents were largely from the social sciences followed by sciences and humanities. The departments had typically been set up for more than ten years. Approximately 75% of respondents were male and 25% female and about 40% of respondents had held the position of director studies for more than four years. A total of 66% of departments had a policy on internationalisation. 54% reported having no policy on the teaching of subjects through English. Approximately 50% of respondents had some form of English medium teaching at undergraduate level and this figure rose to 70% at graduate level. 42% of directors of studies were dissatisfied with the variety of courses offered through English. Likewise, 34% of respondents felt that the funding for teaching through English was inadequate. 83% of the directors of studies described their departments as having a favourable attitude to foreign students. A total of 69% agreed that there was a need to recruit for foreign students at department level. The two most significant reasons for doing so were diversity and an interest in attracting the best possible quality students from around the world. Almost all agreed that foreign students should be given the same opportunities as domestic students (98%). While 55% reported being satisfied with the English competency level of staff in meeting the needs of foreign students, 47% agreed that there was a need to adapt teaching practice to address these needs. 66% of respondents felt there were no alternatives to teaching through English and that institutions should have the autonomy to decide what provisions were necessary in relation to other languages of instruction.

Reference will be made to these in the next section dealing with data analysis and discussion of the findings.

## *Chapter 5*

### ***DATA ANALYSIS AND DISCUSSION***

This chapter compares the cross-institutional data collected in the two countries. There is a need to account for the effects of the different Danish and Swedish national contexts in terms of the findings in different countries. Six hypotheses associated with the survey are examined. The level of analysis at national level is the focus of two of the hypotheses. One tests whether or not national factors might have an effect on how much English medium teaching is offered at undergraduate and graduate level. This should help to establish if there are significant national differences in the number of departments offering English taught programmes across the Danish and Swedish universities. Another hypothesis seeks to explain whether the presence or absence of national policies influence a department's policy on internationalisation and the provision of courses offered through English. Other hypotheses focus on a level of analysis and observation at department and institutional level. Here the emphasis is on determining whether a positive departmental attitude to an international dimension to teaching actually results in more offerings of English medium teaching. The question of whether there is a significant dimension between Denmark and Sweden in the mean number of international students in those departments which offer English medium teaching is also addressed.

The following section of the data analysis will look specifically at the cases of Denmark and Sweden and will examine the hypotheses associated with the survey. Both statistically significant and non-statistically significant relationships will be used since the overall number of cases influences these findings. There are a number of emergent



themes arising here- national level explanations, policy, department priorities, English taught programmes and foreign students.

### *National level explanations*

At undergraduate (UG) level, 44% of Danish respondents report availability of English-language-taught programmes. The figure for Sweden is 55%. At graduate (G) level the same findings for Denmark almost double to 80% while Sweden shows a more stable increase to 68%. This leads to the first hypothesis that national level explanations might have an effect on how many English-language taught courses are offered at UG and G level.



**H<sub>0</sub>:** No significant difference in the number of departments offering English taught programmes across Denmark and Sweden

**H<sub>a</sub>:** There is a significant difference in the number of departments offering English taught programmes across Denmark and Sweden

**The test:**

- The hypotheses will be tested using crosstabulations supported by chi-square statistics.

**Table 33. Nationality and English medium teaching at undergraduate level**

|   |                      |                      | Nationality |         | Total  |
|---|----------------------|----------------------|-------------|---------|--------|
|   |                      |                      | Danish      | Swedish |        |
| Offer English-language taught programmes at undergraduate level | Yes                  | Count                | 20          | 46      | 66     |
|   |                      | % within Nationality | 43,5%       | 54,8%   | 50,8%  |
|   | No                   | Count                | 26          | 38      | 64     |
|   |                      | % within Nationality | 56,5%       | 45,2%   | 49,2%  |
| Total   | Count                |                      | 46          | 84      | 130    |
|   | % within Nationality |                      | 100,0%      | 100,0%  | 100,0% |

Chi-square (adjusted using Yates' correction coefficient) p-value = 0,295

**Table 34. Nationality and English medium teaching at graduate level**

|  |     |                      | Nationality |         |        |
|--|-----|----------------------|-------------|---------|--------|
|  |     |                      | Danish      | Swedish | Total  |
| Offer English-language<br>taught programmes at<br>graduate level | Yes | Count                | 36          | 58      | 94     |
|  |     | % within Nationality | 80,0%       | 68,2%   | 72,3%  |
|  | No  | Count                | 9           | 27      | 36     |
|  |     | % within Nationality | 20,0%       | 31,8%   | 27,7%  |
| Total  |     | Count                | 45          | 85      | 130    |
|  |     | % within Nationality | 100,0%      | 100,0%  | 100,0% |

Chi-square (adjusted using Yates' correction coefficient) p-value = 0,222

### Interpretation

The strength of the relationship coefficients shows that the nationality factor has only a low to moderate bearing and is therefore not deemed to be statistically significant at either undergraduate or graduate level. National level explanations do not affect English medium teaching in the way we anticipated. Nevertheless, the test contributes to the profile of the Danish and Swedish respondents and the preliminary results which show that it is more common among Swedish departments to offer English language taught programmes at UG level and more common among Danish departments to offer English language taught programmes at graduate level. The nationality theme prevails in some of the issues raised in the text responses to the final question (Q3.5) in the survey. Here directors of studies were asked to provide any additional comments regarding the teaching of courses through English. Danish respondents expressed support for the idea of offering more programmes in English but had several reservations on the issue. A typical concern, for example, was the lack of teacher English competence. This triggered associated problems with delivery and class preparation as illustrated in the comments here:

>it takes time for Danish faculty to get used to the teaching of course through English. It's a learning process, and the pedagogical challenge is enormous due to the presence of different student cultures and expectations in the program. Ministry and universities should be very concerned about the low level of resources that departments and study programs dispose of in terms of assuring that staff is properly skilled linguistically and pedagogically

>you forgot the questions about a 'dansk sprogpolitik' ( a '*Danish language policy*')

> for most Danish university teachers it is a burden to teach in English

>but in order to be comfortable with that, one has to work abroad at least one year, and that has to be when one is relatively young in order to get a reasonable intonation, vocabulary etc and get used to thinking in English

Student attitudes to being taught in English were also a concern as were the ensuing classroom dynamics when using English medium teaching. One Danish respondent talked about the need for a 'double vocabulary' and the need to think over one's introduction given that there was a mix of Danish and non-Danish students in a class.

>from evaluations of courses, the Danish students accept teaching in English. They typically have neutral opinions about the use of the English language in classes.

>we have - especially in the first couple of years - to accept a lowering of the teaching standard. It is also much more difficult to be 'entertaining' in another language and most of all - it is difficult to find cross-cultural examples. I cannot think of any positive things apart from the fact that non-Danes understand your teaching

>some details may be difficult to express in a language that is not your own, but English is OK for Danish university staff. We report research in English anyway and most staff improve their language skills through practice.

>in natural sciences English has become the medium of communication, and students have to be fluent in English. This can only be achieved if the students (have to) use English in a natural environment, i.e., not in an artificial learning situation where 20 Danes speak English. However, language skills of lecturers are mixed, which can be a problem. Foreign students force a department to create such a natural environment, an added benefit is the cultural awareness that students gain



>an early experience was that Danish students left the room when courses were taught in English. In the presence of foreign students it is OK speaking English but starting a class in English before the foreign students appeared is problematic. This requires a 'double vocabulary' and is time-consuming.

The lack of support, particularly financial support for English medium teaching was seen as problematic. Danish respondents felt that the input required for English medium teaching was under-resourced. More economic incentives needed to be placed on the provision of English language training as noted in some of the comments here:

>while I strongly support the idea of offering more of our programmes in English - presently courses, but in future perhaps entire degree programmes - this is really only possible if the university (or faculty or ministry) provides the necessary support: courses in academic English, and so forth. My own department is presently understaffed and so has neither the resource nor the economic incentive or need to add to the workload by producing English-language materials and teaching. Some members of the staff also strongly feel that they need additional training, if they are to teach in English at the same level as they are able to do in Danish

>necessary to escape Scandinavian parochiality (*parochialism*) and to increase the quality of both research and teaching. Only through teaching in English can Scandinavian lecturers finally get serious about learning proper as opposed to pidgin English.

The areas of concern revolve around language proficiency, financial support and input, student attitudes and the additional time and class preparation involved. One example incorporating all of these aspects is if a course is offered in English and no foreign students subsequently join the class, then there is an ensuing dilemma for the teacher in deciding the eventual medium of instruction. Some domestic students may have signed up for the apparent international dimension of the course but the profile of the latter changes if the class is attended by Danish students only. There is also a reference made to the absence of any questions about a Danish language policy in the survey. This view suggests that questions about English language teaching policy should also be balanced

with corresponding questions from a 'native' Danish language perspective. This is certainly useful and will be taken up in the discussion section and address both Danish and Swedish national policy.

The Swedish responses fall in to similar categories of lack of resources and the problems of lower standards of teaching in English. As is the case with the Danish respondents, the funding and financial backup is seen as significant. Respondents talked about the mismatch between department goals for English medium teaching and the reality of too little available funding to implement such plans.

#### Swedish Respondents

>just give us the extra resources. We can do anything if we get the money - and the number of students. We simply do not get enough students to finance our teaching in Swedish

>in respect of the low-cut economical conditions for turning courses into English, there is in fact nothing to collect for those who would do the extra job of developing English courses, I believe that it would be useful to direct money for this purpose like it has been done in the field of ITC courses here in Sweden

>the quality of teaching goes down as it is not our mother tongue. We should therefore be allowed to compensate this with more teachers per students (ie get more funds or collect tuition fees from foreign students)

Interestingly, reference is made to the needs of students of immigrant background. Given that almost 12% of the roughly nine million people living in Sweden are foreign-born, this has indeed implications for the language of instruction and ethnic diversity.

>we have an intern discussion at the department: what happens if all our courses are given in English? Most of the Swedish youngsters are well-educated and have no problems in this respect. There will be more difficulties concerning our immigrants.

Government statistics show that while Sweden has long hosted white immigrants from Finland and the Baltic countries, 7% of the population today comes from outside Europe and most of them are non-white. The proportion of foreign students has grown continuously to around 12% and most foreign undergraduate students (around 60%) come from Europe. Asia is the second largest region of origin at 27%. The Swedish picture therefore looks quite similar to the German one where the proportion of foreign students has also grown at a steady pace of around 5% per year. So, while many of these Swedish immigrant students may experience no discrimination on campus because the classes are so heavily mixed, they may in reality be caught between two 'language' worlds.

A number of comments focused on the teaching and student situation regarding English medium teaching. Inevitably, the threat to Swedish as the mother tongue was also voiced as seen in the statements below:

- >it is extremely gratifying to teach foreign students in English, and we hope to be able to enlarge our course offerings. However, I find it silly to teach an all-Swedish class in English - that is against all communicative rules of 'least effort'
- >it's good for the staff, the foreign students and our own students to read courses taught in English
- >the major negative side is that the Swedish speaking students will ask fewer questions if the teaching is in English, even if we tell them that the questions can be put in Swedish. There will also be much less discussion
- >Finally, many colleagues have the opinion: if we do not use our mother tongue, the Swedish language will be reduced to poverty



The Swedish respondents were generally in agreement about the increasing significance of English medium teaching at graduate level. Moreover, some responses showed that staff were increasingly seeking solutions beyond their own institutions in addressing the challenges posed by English medium teaching.

>I am generally sceptical about internationalisation on undergraduate level. I do not see why it is important. On graduate level (and especially PhD) it is however very important

>I have answered the questions from the present situation at the department. In the future we have to start a great deal of new courses and programmes on Master and Doctoral level and perhaps we have to recruit new professors

>we have sparse economy and also limited ability to make our own decisions. Since the university still has no overall policy regarding internationalisation it is difficult for us to change the situation. We are of course hoping the Bologna process will help, but at the same time: this university is a small and new one with an unstable economy

>teaching of courses through English is more exacting than all of us could imagine. It is a big difference to speak/talk general English in everyday life and to teach in English. Therefore, we need lots of resources to be able to send our teachers to practice the language abroad. I would suggest a special EU programme organised for teachers who are going to teach in English which means 2-3 months visits in England/US/Australia under supervision of experienced tutors

This section has looked at how country nationality has affected English medium teaching at the Danish and Swedish universities that were surveyed. Two concerns about English language proficiency and financial support are central to respondents from both countries. Although the nationality factor is not statistically significant, the analyses show that it is more common among Swedish departments to offer English language taught programmes at undergraduate level. Danish departments are more likely to offer such programmes at

graduate level. The next section focuses on internationalisation policy as a theme and how it affects course offerings through English in both countries.

### *Policy*

73% of Danish departments have a policy on internationalisation and the figure reported by Swedish respondents is 64%. A second hypothesis therefore looks at a three way interaction among nationality, policy and courses offered through English.

**Hypothesis 2; the departments' policy on internationalisation interacting with nationality might have an effect on the courses offered.**

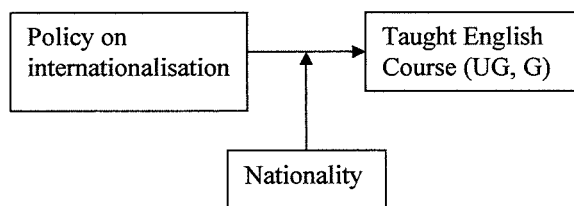




Table 35 Crosstabulation: Policy on Internationalisation/ELTPS at UG Level

| Crosstabulation |   |     |  |                                     |        |        |
|-----------------|---|-----|--|-------------------------------------|--------|--------|
| Nationality     |   |     |  | Have policy on Internationalisation |        | Total  |
|                 |   |     |  | Yes                                 | No     |        |
| Danish          | Offer English-language taught programmes at undergraduate level | Yes | Count  | 19                                  | 1      | 20     |
|                 |   |     | % within Have policy on Internationalisation | 57,6%                               | 8,3%   | 44,4%  |
|                 |   | No  | Count  | 14                                  | 11     | 25     |
|                 |   |     | % within Have policy on Internationalisation | 42,4%                               | 91,7%  | 55,6%  |
|                 | Total   |     | Count  | 33                                  | 12     | 45     |
|                 |   |     | % within Have policy on Internationalisation | 100,0%                              | 100,0% | 100,0% |
| Swedish         | Offer English-language taught programmes at undergraduate level | Yes | Count  | 31                                  | 15     | 46     |
|                 |   |     | % within Have policy on Internationalisation | 58,5%                               | 48,4%  | 54,8%  |
|                 |   | No  | Count  | 22                                  | 16     | 38     |
|                 |   |     | % within Have policy on Internationalisation | 41,5%                               | 51,6%  | 45,2%  |
|                 | Total   |     | Count  | 53                                  | 31     | 84     |
|                 |   |     | % within Have policy on Internationalisation | 100,0%                              | 100,0% | 100,0% |

Chi-square (adjusted using Yates' correction coefficient) p-value, Denmark = 0,009  
p-value, Sweden = 0,502

Table 36 Crosstabulation: Policy on Internationalisation/ELTPS at G Level

| Crosstab    |  |     |  |                                     |        |        |
|-------------|--|-----|--|-------------------------------------|--------|--------|
| Nationality |  |     |  | Have policy on Internationalisation |        | Total  |
|             |  |     |  | Yes                                 | No     |        |
| Danish      | Offer English-language taught programmes at graduate level | Yes | Count  | 29                                  | 7      | 36     |
|             |  |     | % within Have policy on Internationalisation | 90,6%                               | 58,3%  | 81,8%  |
|             |  | No  | Count  | 3                                   | 5      | 8      |
|             |  |     | % within Have policy on Internationalisation | 9,4%                                | 41,7%  | 18,2%  |
|             | Total  |     | Count  | 32                                  | 12     | 44     |
|             |  |     | % within Have policy on Internationalisation | 100,0%                              | 100,0% | 100,0% |
| Swedish     | Offer English-language taught programmes at graduate level | Yes | Count  | 37                                  | 21     | 58     |
|             |  |     | % within Have policy on Internationalisation | 68,5%                               | 67,7%  | 68,2%  |
|             |  | No  | Count  | 17                                  | 10     | 27     |
|             |  |     | % within Have policy on Internationalisation | 31,5%                               | 32,3%  | 31,8%  |
|             | Total  |     | Count  | 54                                  | 31     | 85     |
|             |  |     | % within Have policy on Internationalisation | 100,0%                              | 100,0% | 100,0% |

Chi-square (adjusted using Yates' correction coefficient) p-value, Denmark = 0,042  
p-value, Sweden = 1,000

### **Interpretation**

The cross tabulation tables show that the relationship between policy on internationalisation and 'an offering of English language taught programmes at undergraduate/graduate level' is statistically significant. But this *only* applies to Denmark. Here the association is significant at the 0.05 level for both undergraduate and graduate programmes. In Sweden, there is no significant relationship between internationalisation and teaching in English. The majority of those departments in Denmark that have a policy on internationalisation also offer English taught programmes at undergraduate and graduate level. However, in Sweden policy on internationalisation does not seem to be related with the extent to which a department offers English taught programmes.

The non-association in Sweden is almost visually apparent. The percentages are almost completely the same across the Swedish columns in the table.

While mobility programmes dominated the start of the internationalisation process in European higher education, it soon became evident that this movement was limited to a relatively small number of students and staff. Swedish universities were particularly alert to these limitations in the late 1990's and subsequently devised strategies to implement an Internationalisation at Home policy (IaH). Between the years 1999-2003, Malmö University was a test case and focused on trying to internationalise the university and its educational programmes. The ensuing assessment report showed that both staff and students at Malmö University are interested in pursuing the international profile work and that there is strong support for other development of these

issues (Trulsson, J., Ullberg, S., 2003). Elsewhere in the Netherlands, Hanze University Groningen revised its existing internationalisation policy in 2002 and decided to implement an IaH by strengthening the international dimension of its study programmes. Yet here in contrast to the Swedish model, there was evidence of more linkage between policy and practice. Institutional policy for example led to concrete actions and improvements at departmental level (van der Werf, E., 2004).

The divergent relationships between Denmark and Sweden in their internationalisation policies and language of instruction policies would seem to lie among other things in how each country followed through on policies and practice. Sweden, for example, did not seem to need pre-established institutional policies. Unlike the Danish situation, Sweden's efforts at internationalisation took place without specific associated objectives of teaching through the medium of English.

#### *Department Priorities*

Respondents were asked to rank the level of agreement reflecting their department's priorities to internationalisation. Hypothesis 3 addresses whether the different priorities may be linked to each other and if so to what extent this occurs.

#### **Hypothesis 3: Attitude questions might be linked together in themes.**

These attitude questions regarding the internationalisation of academic programmes are tested using factor analysis. This will provide an answer to the question whether and to what extent linkages exist. The approach used here is to extract factors with an eigenvalue above 1 and this is the default setting in SPSS. The factor explains more variation than just one of the items which constitute the factor.

The rotated component matrices show that the attitudes toward internationalisation are structured along three dimensions in Denmark but only two in Sweden. One might say that the internationalisation issue is simpler in Sweden, where a person having a positive attitude to internationalisation of the curriculum is also likely to be positive about cooperation, visibility and publishing in English. In both countries the attitude to in- and outgoing students cluster. This indicates that respondents, who feel positive about sending students out, also feel positive about receiving students from abroad.

There is a little more complexity to the way the Danish respondents' answers cluster as seen in Table 37. While internationalisation of the curriculum and concern with international visibility of the department is seen as related, increasing links with foreign partners operates at a different level. In general, one could say that positive or negative attitudes in one question are likely to be mirrored in other similar questions.

**Table 37.**  
Internationalisation Priorities at Department Level

|   | Component |           |           |
|---|-----------|-----------|-----------|
|   | 1         | 2         | 3         |
| Internationalisation of curricula                       | ,815      | 8,386E-02 | ,187      |
| Expansion of links with partner institutions abroad     | ,311      | ,383      | -,641     |
| Concern with international visibility of the department | ,881      | 7,932E-02 | -,163     |
| More use of English as the publishing medium            | ,220      | ,271      | ,784      |
| Increasing the number of incoming exchange students     | ,264      | ,711      | -,856E-02 |
| Increasing the number of outgoing exchange students     | -,852E-02 | ,874      | ,124      |

Extraction Method: Principal Component Analysis.  
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

b. Nationality = Danish

|   | Component |           |
|---|-----------|-----------|
|   | 1         | 2         |
| Internationalisation of curricula                       | ,660      | 1,090E-02 |
| Expansion of links with partner institutions abroad     | ,473      | ,476      |
| Concern with international visibility of the department | ,728      | 5,223E-03 |
| More use of English as the publishing medium            | ,756      | 2,093E-02 |
| Increasing the number of incoming exchange students     | -,746E-02 | ,821      |
| Increasing the number of outgoing exchange students     | 4,167E-02 | ,858      |

Extraction Method: Principal Component Analysis.  
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

b. Nationality = Swedish

### *English-taught programmes*

91% of Danish respondents and 96% of Swedish respondents agreed respectively on the issue that departments should provide an international dimension to teaching. This leads to the question of whether more availability of English medium courses also supports an international dimension? Hypothesis 4 tests this relationship.

#### **Hypothesis 4: Should being in favour of providing an international dimension result in more offerings of English-language-taught courses?**

Question 2.3 of the questionnaire survey asked if departments should provide an international dimension to teaching. This question is rather normative, in the sense that it is quite hard to oppose. Therefore most people (91-96 %) tend to agree that their department should provide an international dimension to teaching. Consequently, the variation in answers is very limited and therefore analyses of the relation between this variable and “offer English taught programmes” are not meaningful.

Question 2.8 of the questionnaire survey addressed a department's attitude to the role of international students at the institution. Again, most respondents in Denmark and Sweden answered either ‘neutral’ or ‘in favour’. As a result the variation is very limited. Hence it is not possible to test whether this departmental attitude is related to the extent to

which English taught programmes are offered. There is more variation than in the latter question, though.

Looking at some of the differences in the percentages a weak tendency is revealed (Table 38). In Sweden, respondents tend to give 'neutral' as an answer. Furthermore, it seems like most of the neutral answers belong to departments that already offer English-taught-programmes. But the results here are inconclusive since so few answer anything else other than 'in favour'. There is not much difference from undergraduate to graduate except for Denmark, where a higher percentage of respondents have a favourable attitude towards international students and also offer courses in English.

**Table 38 Crosstabulation: Role of International Students/UG English Taught Programmes**

|             |   | Crosstab |   |  |         |         |
|-------------|---|----------|---|--|---------|---------|
| Nationality |   |          |   | Department's attitude to the role of international students at institution |         |         |
|             |   |          |   | In favour  | Neutral | Against |
| Danish      | Offer English-language taught programmes at undergraduate level | Yes      | Count   | 19   | 1       | 20      |
|             |   |          | % within Department's attitude to the role of international students at institution | 47,5%  | 25,0%   | 45,5%   |
|             |   | No       | Count   | 21   | 3       | 24      |
|             |   |          | % within Department's attitude to the role of international students at institution | 52,5%  | 75,0%   | 54,5%   |
|             | Total   |          | Count   | 40   | 4       | 44      |
|             |   |          | % within Department's attitude to the role of international students at institution | 100,0%   | 100,0%  | 100,0%  |
| Swedish     | Offer English-language taught programmes at undergraduate level | Yes      | Count   | 35   | 9       | 45      |
|             |   |          | % within Department's attitude to the role of international students at institution | 50,7%  | 75,0%   | 100,0%  |
|             |   | No       | Count   | 34   | 3       | 37      |
|             |   |          | % within Department's attitude to the role of international students at institution | 49,3%  | 25,0%   | 45,1%   |
|             | Total   |          | Count   | 69   | 12      | 82      |
|             |   |          | % within Department's attitude to the role of international students at institution | 100,0%   | 100,0%  | 100,0%  |

**Table 39 Crosstabulation: Role of International Students/G English Taught Programmes**

|             |  | Crosstab  |   |         |         |
|-------------|--|---|---|---------|---------|
| Nationality |  |   | Department's attitude to the role of international students at institution          |         |         |
|             |  |   | In favour   | Neutral | Against |
| Danish      | Offer English-language taught-programmes at graduate level | Yes   | Count   | 33      | 2       |
|             |  |   |   |         | 35      |
|             |  |   | % within Department's attitude to the role of international students at institution | 84,6%   | 50,0%   |
|             |  |   |   |         | 81,4%   |
|             | No   | Count   | 6   | 2       | 8       |
|             |  | % within Department's attitude to the role of international students at institution | 15,4%   | 50,0%   | 18,6%   |
|             | Total  | Count   | 39  | 4       | 43      |
|             |  | % within Department's attitude to the role of international students at institution | 100,0%  | 100,0%  | 100,0%  |
| Swedish     | Offer English-language taught-programmes at graduate level | Yes   | Count   | 45      | 10      |
|             |  |   |   |         | 56      |
|             |  |   | % within Department's attitude to the role of international students at institution | 65,2%   | 76,9%   |
|             |  |   |   |         | 100,0%  |
|             | No   | Count   | 24  | 3       | 27      |
|             |  | % within Department's attitude to the role of international students at institution | 34,8%   | 23,1%   | 32,5%   |
|             | Total  | Count   | 69  | 13      | 83      |
|             |  | % within Department's attitude to the role of international students at institution | 100,0%  | 100,0%  | 100,0%  |

**Questions 3.1a through 3.1h:**

Based on factor analysis, it is clear that these attitude questions are not structured systematically around any identifiable dimensions. Therefore, in this case, it makes more sense to compare frequency distributions on each question for each country.

Below the significant relationships between q2.4/q2.5 and the variables q3.1a through 3.1h are listed:

**English Language Taught Courses**  
Undergraduate

Q2.4 → q3.1a (Sweden)  
 Q2.4 → q3.1b (Sweden)  
 Q2.4 → q3.1e (Denmark)

**English Language Taught Courses**  
Graduate

Q2.5 → q3.1b (Denmark & Sweden)  
 Q2.5 → q3.1c (Sweden)  
 Q2.5 → q3.1f (Denmark)



Where the table only states (Sweden), it is only in the Swedish case that the relationship is statistically existent. But in a comparative sense, it is equally interesting that a relationship is significant in Sweden, but not in Denmark. On the other hand, this list displays a tendency. It is acknowledged that when using a significance level of 0.05, there is a risk of finding a spurious non-association.

**Table 40 Crosstabulation: Provision of Funding/ELTP  
Undergraduate Programme  
Q2.4 → q3.1a (Sweden)**

| Crosstab <sup>a</sup>   |              |  |         |        |        |
|---|--------------|--|---------|--------|--------|
|   |              | q2.4 Offer<br>English-language taught<br>programmes at<br>undergraduate level          |         |        | Total  |
|   |              | 1,00 Yes   | 2,00 No |        |        |
| n_3.1a The provision of<br>funding for course teaching<br>through English is adequate | ,00 Disagree | Count  | 20      | 24     | 44     |
|   |              | % within q2.4 Offer<br>English-language<br>taught programmes at<br>undergraduate level | 48,8%   | 72,7%  | 59,5%  |
|   | 1,00 Agree   | Count  | 21      | 9      | 30     |
|   |              | % within q2.4 Offer<br>English-language<br>taught programmes at<br>undergraduate level | 51,2%   | 27,3%  | 40,5%  |
| Total   |              | Count  | 41      | 33     | 74     |
|   |              | % within q2.4 Offer<br>English-language<br>taught programmes at<br>undergraduate level | 100,0%  | 100,0% | 100,0% |

a. q1.4 Nationality = 2,00 Non-Danish citizen

| Chi-Square Tests <sup>d</sup>      |                    |    |                          |                         |                         |                      |
|------------------------------------|--------------------|----|--------------------------|-------------------------|-------------------------|----------------------|
|                                    | Value              | df | Asymp. Sig.<br>(2-sided) | Exact Sig.<br>(2-sided) | Exact Sig.<br>(1-sided) | Point<br>Probability |
| Pearson Chi-Square                 | 4,350 <sup>b</sup> | 1  | ,037                     | ,056                    | ,032                    |                      |
| Continuity Correction <sup>f</sup> | 3,413              | 1  | ,065                     |                         |                         |                      |
| Likelihood Ratio                   | 4,435              | 1  | ,035                     | ,056                    | ,032                    |                      |
| Fisher's Exact Test                |                    |    |                          | ,056                    | ,032                    |                      |
| Linear-by-Linear Association       | 4,291 <sup>c</sup> | 1  | ,038                     | ,056                    | ,032                    | ,022                 |
| N of Valid Cases                   | 74                 |    |                          |                         |                         |                      |

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 13,38.

c. The standardized statistic is -2,071.

d. q1.4 Nationality = 2,00 Non-Danish citizen



## Interpretation

Among those departments, in Sweden, that already have English-language-taught programmes at undergraduate level, a narrow majority finds that the provision of funding for course teaching through English is adequate (Table 40). Furthermore, departments that do not offer English language taught programmes at undergraduate level tend to disagree in the proposition that the provision of funding for course teaching through English is adequate. Thus, it seems like those departments are explaining their lack of English-language taught programmes with problems relating to funding. This relationship is significant at the 0.05 level.

**Table 41 Crosstabulation: Satisfaction with variety of ELTP/ Available ELTP Q2.4 → q3.1b (Sweden)**

| Crosstab <sup>a</sup>   |              |   |  |         |        |
|---|--------------|---|--|---------|--------|
|   |              |   | q2.4 Offer English-language taught programmes at undergraduate level |         | Total  |
|   |              |   | 1,00 Yes   | 2,00 No |        |
| n_3.1b I am satisfied with the variety of courses offered through English | ,00 Disagree | Count   | 20   | 23      | 43     |
|   |              | % within q2.4 Offer English-language taught programmes at undergraduate level | 43,5%  | 63,9%   | 52,4%  |
|   | 1,00 Agree   | Count   | 26   | 13      | 39     |
|   |              | % within q2.4 Offer English-language taught programmes at undergraduate level | 56,5%  | 36,1%   | 47,6%  |
| Total   |              | Count   | 46   | 36      | 82     |
|   |              | % within q2.4 Offer English-language taught programmes at undergraduate level | 100,0%   | 100,0%  | 100,0% |

a. q1.4 Nationality = 2,00 Non-Danish citizen

| Chi-Square Tests <sup>d</sup>      |                    |    |                          |                         |                         |                      |
|------------------------------------|--------------------|----|--------------------------|-------------------------|-------------------------|----------------------|
|                                    | Value              | df | Asymp. Sig.<br>(2-sided) | Exact Sig.<br>(2-sided) | Exact Sig.<br>(1-sided) | Point<br>Probability |
| Pearson Chi-Square                 | 3,373 <sup>b</sup> | 1  | ,066                     | ,078                    | ,053                    |                      |
| Continuity Correction <sup>a</sup> | 2,605              | 1  | ,107                     |                         |                         |                      |
| Likelihood Ratio                   | 3,404              | 1  | ,065                     | ,078                    | ,053                    |                      |
| Fisher's Exact Test                |                    |    |                          | ,078                    | ,053                    |                      |
| Linear-by-Linear Association       | 3,332 <sup>c</sup> | 1  | ,068                     | ,078                    | ,053                    | ,034                 |
| N of Valid Cases                   | 82                 |    |                          |                         |                         |                      |

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 17,12.

c. The standardized statistic is -1,825.

d. q1.4 Nationality = 2,00 Non-Danish citizen

## Interpretation

Table 41 looks at the degree of satisfaction with the variety of ELTPs and the availability of same at undergraduate level. With respect to the undergraduate level programmes in Sweden the following pattern is evident. Departments that offer English-language taught programmes are more likely to be satisfied with the variety of courses offered through English (Table 41). However the results are only near-significant. The reason for this might be the wording of the question. A respondent might become confused when asked whether he/she is satisfied with the variety of courses. Disagreeing with the statement could mean both wanting more and wanting less.

**Table 42 Crosstabulation: Adapt Teaching Practice/ELTP at UG Level  
Q2.4 → q3.1e (Denmark)**

| Crosstab <sup>a</sup>   |              |  |   |         |        |  |
|---|--------------|--|---|---------|--------|--|
|   |              |  | q2.4 Offer<br>English-language taught<br>programmes at<br>undergraduate level |         |        |  |
|   |              |  | 1,00 Yes  | 2,00 No | Total  |  |
| n_q3.1e There is a need<br>to adapt teaching practice<br>to meet the needs of<br>foreign students | ,00 Disagree | Count  | 3   | 11      | 14     |  |
|   |              | % within q2.4 Offer<br>English-language<br>taught programmes at<br>undergraduate level | 15,8%   | 50,0%   | 34,1%  |  |
|   | 1,00 Agree   | Count  | 16  | 11      | 27     |  |
|   |              | % within q2.4 Offer<br>English-language<br>taught programmes at<br>undergraduate level | 84,2%   | 50,0%   | 65,9%  |  |
| Total   |              | Count  | 19  | 22      | 41     |  |
|   |              | % within q2.4 Offer<br>English-language<br>taught programmes at<br>undergraduate level | 100,0%  | 100,0%  | 100,0% |  |

a. q1.4 Nationality = 1,00 Danish

## Interpretation

Table 42 shows a crosstabulation between a need to adapt teaching practice to meet the needs of foreign students and the availability of ELTPs at UG level. This is the only significant relationship among the **Danish** departments regarding the *undergraduate* level. Among those departments that already offer English-language taught programmes at undergraduate level 84 percent agree that there is a need to adapt teaching practice to meet the needs of foreign students. Thus, with regard to Danish undergraduate courses, this need is more acknowledged among universities that already offer English-language-taught programmes.

Table 43 is a crosstabulation done at graduate level. It looks at the level of satisfaction with the variety of courses offered through the medium of English and the availability of such programmes at Danish and Swedish graduate level.

### **Interpretation**

Table 43 shows the only association between attitudes and offering English teaching that the two countries share. The relationship is a little clearer in the Danish case. More respondents are dissatisfied with the variety of courses in English, when English is not offered. This is hardly surprising. A small number of respondents who do not offer English medium courses are satisfied with the situation. A total of 7 people (35%) are not concerned about not having any English medium courses available.

### Graduate Programme

Table 43 Crosstabulation: Graduate Level ELTPs/Variety of ELTPs

Q2.5 → q3.1b (Denmark & Sweden)

| Crosstab                |   |   |  |        |        |        |
|-------------------------|---|---|--|--------|--------|--------|
| q1.4 Nationality        |   | q2.5 Offer English-language taught programmes at graduate level |  | Total  |        |        |
|                         |   | 1,00 Yes  | 2,00 No  |        |        |        |
| 1,00 Danish             | n_3.1b I am satisfied with the variety of courses offered through English | ,00 Disagree  | Count  | 12     | 8      | 20     |
|                         |   |   | % within q2.5 Offer English-language taught programmes at graduate level | 33,3%  | 88,9%  | 44,4%  |
|                         |   | 1,00 Agree  | Count  | 24     | 1      | 25     |
|                         |   |   | % within q2.5 Offer English-language taught programmes at graduate level | 66,7%  | 11,1%  | 55,6%  |
|                         | Total   |   | Count  | 36     | 9      | 45     |
|                         |   |   | % within q2.5 Offer English-language taught programmes at graduate level | 100,0% | 100,0% | 100,0% |
| 2,00 Non-Danish citizen | n_3.1b I am satisfied with the variety of courses offered through English | ,00 Disagree  | Count  | 25     | 19     | 44     |
|                         |   |   | % within q2.5 Offer English-language taught programmes at graduate level | 43,1%  | 76,0%  | 53,0%  |
|                         |   | 1,00 Agree  | Count  | 33     | 6      | 39     |
|                         |   |   | % within q2.5 Offer English-language taught programmes at graduate level | 56,9%  | 24,0%  | 47,0%  |
|                         | Total   |   | Count  | 58     | 25     | 83     |
|                         |   |   | % within q2.5 Offer English-language taught programmes at graduate level | 100,0% | 100,0% | 100,0% |

| Chi-Square Tests        |                                    |                    |    |                       |                      |                      |
|-------------------------|------------------------------------|--------------------|----|-----------------------|----------------------|----------------------|
| q1.4 Nationality        |                                    | Value              | df | Asymp. Sig. (2-sided) | Exact Sig. (2-sided) | Exact Sig. (1-sided) |
| 1,00 Danish             | Pearson Chi-Square                 | 9,000 <sup>b</sup> | 1  | ,003                  | ,006                 | ,004                 |
|                         | Continuity Correction <sup>f</sup> | 6,891              | 1  | ,009                  |                      |                      |
|                         | Likelihood Ratio                   | 9,719              | 1  | ,002                  | ,006                 | ,004                 |
|                         | Fisher's Exact Test                |                    |    |                       | ,006                 | ,004                 |
|                         | Linear-by-Linear Association       | 8,800 <sup>c</sup> | 1  | ,003                  | ,006                 | ,004                 |
|                         | N of Valid Cases                   | 45                 |    |                       |                      |                      |
| 2,00 Non-Danish citizen | Pearson Chi-Square                 | 7,590 <sup>d</sup> | 1  | ,006                  | ,008                 | ,005                 |
|                         | Continuity Correction <sup>f</sup> | 6,327              | 1  | ,012                  |                      |                      |
|                         | Likelihood Ratio                   | 7,909              | 1  | ,005                  | ,008                 | ,005                 |
|                         | Fisher's Exact Test                |                    |    |                       | ,008                 | ,005                 |
|                         | Linear-by-Linear Association       | 7,498 <sup>e</sup> | 1  | ,006                  | ,008                 | ,005                 |
|                         | N of Valid Cases                   | 83                 |    |                       |                      |                      |

a. Computed only for a 2x2 table

b. 1 cells (25,0%) have expected count less than 5. The minimum expected count is 4,00.

c. The standardized statistic is -2,966.

d. 0 cells (,0%) have expected count less than 5. The minimum expected count is 11,75.

e. The standardized statistic is -2,738.

Following the issue of availability and variety, Table 44 is a crosstabulation and looks at the satisfaction level with staff teaching through English and the provision of English language taught programmes at graduate level in Sweden.

**Table 44 Crosstabulation: Satisfaction with Staff Teaching through English/ELTPs at G Level. Q2.5 → q3.1c (Sweden)**

| Crosstab <sup>a</sup>  |  |  |  |         |        |  |
|--|--|--|--|---------|--------|--|
|  |  |  | q2.5 Offer<br>English-language taught<br>programmes at graduate<br>level |         |        |  |
|  |  |  | 1,00 Yes   | 2,00 No | Total  |  |
| n_q3.1c I am satisfied with<br>the attitude of staff towards<br>teaching through English | ,00 Disagree   | Count  | 11   | 10      | 21     |  |
|  |  | % within q2.5 Offer<br>English-language taught<br>programmes at graduate level | 19,0%  | 41,7%   | 25,6%  |  |
|  | 1,00 Agree   | Count  | 47   | 14      | 61     |  |
|  |  | % within q2.5 Offer<br>English-language taught<br>programmes at graduate level | 81,0%  | 58,3%   | 74,4%  |  |
| Total  | Count  |  | 58   | 24      | 82     |  |
|  | % within q2.5 Offer<br>English-language taught<br>programmes at graduate level |  | 100,0%   | 100,0%  | 100,0% |  |

a. q1.4 Nationality = 2,00 Non-Danish citizen

| Chi-Square Tests <sup>d</sup>      |                    |    |                          |                         |                         |                      |
|------------------------------------|--------------------|----|--------------------------|-------------------------|-------------------------|----------------------|
|                                    | Value              | df | Asymp. Sig.<br>(2-sided) | Exact Sig.<br>(2-sided) | Exact Sig.<br>(1-sided) | Point<br>Probability |
| Pearson Chi-Square                 | 4,592 <sup>b</sup> | 1  | ,032                     | ,050                    | ,033                    |                      |
| Continuity Correction <sup>c</sup> | 3,478              | 1  | ,062                     |                         |                         |                      |
| Likelihood Ratio                   | 4,360              | 1  | ,037                     | ,050                    | ,033                    |                      |
| Fisher's Exact Test                |                    |    |                          | ,050                    | ,033                    |                      |
| Linear-by-Linear Association       | 4,536 <sup>c</sup> | 1  | ,033                     | ,050                    | ,033                    | ,024                 |
| N of Valid Cases                   | 82                 |    |                          |                         |                         |                      |

a. Computed only for a 2x2 table

b. 0 cells (,0%) have expected count less than 5. The minimum expected count is 6,15.

c. The standardized statistic is -2,130.

d. q1.4 Nationality = 2,00 Non-Danish citizen

**Interpretation**

The relationship in Table 44 shows that those directors of studies at departments who do not offer courses in English are more dissatisfied with the attitude of the staff than those who do offer English.

Table 45 also focuses on ELTPs at graduate level. It presents a crosstabulation between the provision of ELTPs at Danish graduate level and the idea that teaching foreign students through English, actually helps to improve research.

**Interpretation**

Table 45 sends a rather surprising message about the Danish graduate programmes. What it shows is that departments not offering English teaching to foreign students might be more optimistic with regards to the effect it would have on research. Whereas the departments who actually do offer English language taught programmes have become more realistic and thus fewer respondents agree that it helps research.

**Table 45 Crosstabulation: Teaching Foreign Students in English helps Research/ELTPS at Graduate Level**  
**Q2.5 → q3.1f (Denmark)**

| Crosstab <sup>a</sup>  |              |  |   |         |        |
|--|--------------|--|---|---------|--------|
|  |              |  | q2.5 Offer English-language taught programmes at graduate level |         | Total  |
|  |              |  | 1,00 Yes  | 2,00 No |        |
| n_q3.1f Teaching foreign students in English helps to improve research | ,00 Disagree | Count  | 18  | 2       | 20     |
|  |              | % within q2.5 Offer English-language taught programmes at graduate level | 60,0%   | 22,2%   | 51,3%  |
|  | 1,00 Agree   | Count  | 12  | 7       | 19     |
|  |              | % within q2.5 Offer English-language taught programmes at graduate level | 40,0%   | 77,8%   | 48,7%  |
| Total  |              | Count  | 30  | 9       | 39     |
|  |              | % within q2.5 Offer English-language taught programmes at graduate level | 100,0%  | 100,0%  | 100,0% |

a. q1.4 Nationality = 1,00 Danish

| Chi-Square Tests <sup>d</sup>      |                    |    |                       |                      |                      |                   |
|------------------------------------|--------------------|----|-----------------------|----------------------|----------------------|-------------------|
|                                    | Value              | df | Asymp. Sig. (2-sided) | Exact Sig. (2-sided) | Exact Sig. (1-sided) | Point Probability |
| Pearson Chi-Square                 | 3,955 <sup>b</sup> | 1  | ,047                  | ,065                 | ,053                 |                   |
| Continuity Correction <sup>f</sup> | 2,587              | 1  | ,108                  |                      |                      |                   |
| Likelihood Ratio                   | 4,124              | 1  | ,042                  | ,065                 | ,053                 |                   |
| Fisher's Exact Test                |                    |    |                       | ,065                 | ,053                 |                   |
| Linear-by-Linear Association       | 3,853 <sup>c</sup> | 1  | ,050                  | ,065                 | ,053                 | ,045              |
| N of Valid Cases                   | 39                 |    |                       |                      |                      |                   |

a. Computed only for a 2x2 table

b. 2 cells (50,0%) have expected count less than 5. The minimum expected count is 4,38.

c. The standardized statistic is 1,963.

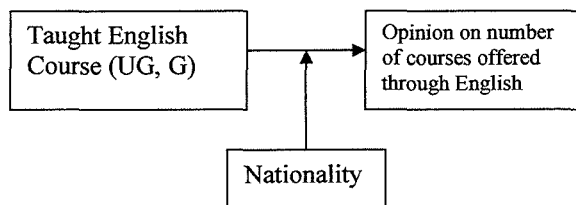
d. q1.4 Nationality = 1,00 Danish

These crosstabulations are useful in highlighting the differences, where they exist between the Danish and Swedish undergraduate and graduate programmes. The findings



lead to Hypothesis 5, which addresses the issue of whether a department offers English-language-taught programmes or not, controlling for nationality might influence the opinion on the number of courses offered.

**Hypothesis 5: Whether a department offers English-language-taught programmes or not, controlling for nationality might influence the opinion on the number of courses offered.**



**Undergraduate****Table 46 Crosstabulation: Opinion on the Number of Courses Offered through English/ ELTPs at UG Level**

| Crosstab           |   |                        |  |   |        |        |
|--------------------|---|------------------------|--|---|--------|--------|
| Nationality        |   |                        |  | Offer English-language taught programmes at undergraduate level |        | Total  |
|                    |   |                        |  | Yes   | No     |        |
| Danish             | Opinion on the number courses offered through English at department | About the right amount | Count  | 12  | 14     | 26     |
|                    |   |                        | % within Offer English-language taught programmes at undergraduate level | 60,0%   | 53,8%  | 56,5%  |
|                    |   | Too little             | Count  | 8   | 12     | 20     |
|                    |   |                        | % within Offer English-language taught programmes at undergraduate level | 40,0%   | 46,2%  | 43,5%  |
|                    | Total   |                        | Count  | 20  | 26     | 46     |
|                    |   |                        | % within Offer English-language taught programmes at undergraduate level | 100,0%  | 100,0% | 100,0% |
| Non-Danish citizen | Opinion on the number courses offered through English at department | About the right amount | Count  | 27  | 16     | 43     |
|                    |   |                        | % within Offer English-language taught programmes at undergraduate level | 60,0%   | 43,2%  | 52,4%  |
|                    |   | Too little             | Count  | 18  | 21     | 39     |
|                    |   |                        | % within Offer English-language taught programmes at undergraduate level | 40,0%   | 56,8%  | 47,6%  |
|                    | Total   |                        | Count  | 45  | 37     | 82     |
|                    |   |                        | % within Offer English-language taught programmes at undergraduate level | 100,0%  | 100,0% | 100,0% |

Chi-square (adjusted using Yates' correction coefficient) p-value, Denmark = 0,907  
 p-value, Sweden = 0,197

**Interpretation**

First of all it should be noted that one person answered 'too much' to question q3.2. The association is not significant for either country in the case of undergraduate programmes, but the association is significant at the 0.1 level for graduate programmes. There is a risk of finding a spurious non-association when using a significance level of 0.05. There is, however, in both Table 46 (undergraduate) and Table 47 (graduate), a tendency of respondents being more likely to say that the number of courses offered through English

is about the right amount when they offer such courses. About 40 percent of respondents from departments who already offer courses through English at undergraduate and graduate level think that the number is too little. Furthermore, this picture is fairly stable across nationality. In the case of graduate level, Table 47 shows that about 60 percent of the respondents from those departments already offering English-language-taught programmes think that the number of courses offered through English is about the right amount.

**Table 47 Crosstabulation: Opinion on the Number of Courses Offered through English/ ELTPs at G Level**

| Crosstab           |   |                        |   |  |        |        |
|--------------------|---|------------------------|---|--|--------|--------|
| Nationality        |   |                        |   | Offer English-language taught programmes at graduate level |        | Total  |
|                    |   |                        |   | Yes  | No     |        |
| Danish             | Opinion on the number courses offered through English at department | About the right amount | Count   | 23   | 2      | 25     |
|                    |   |                        | % within Offer English-language taught programmes at graduate level | 63,9%  | 22,2%  | 55,6%  |
|                    |   | Too little             | Count   | 13   | 7      | 20     |
|                    |   |                        | % within Offer English-language taught programmes at graduate level | 36,1%  | 77,8%  | 44,4%  |
|                    |   | Total                  | Count   | 36   | 9      | 45     |
|                    |   |                        | % within Offer English-language taught programmes at graduate level | 100,0%   | 100,0% | 100,0% |
| Non-Danish citizen | Opinion on the number courses offered through English at department | About the right amount | Count   | 34   | 9      | 43     |
|                    |   |                        | % within Offer English-language taught programmes at graduate level | 59,6%  | 34,6%  | 51,8%  |
|                    |   | Too little             | Count   | 23   | 17     | 40     |
|                    |   |                        | % within Offer English-language taught programmes at graduate level | 40,4%  | 65,4%  | 48,2%  |
|                    |   | Total                  | Count   | 57   | 26     | 83     |
|                    |   |                        | % within Offer English-language taught programmes at graduate level | 100,0%   | 100,0% | 100,0% |

Chi-square (adjusted using Yates' correction coefficient)

p-value, Denmark = 0,061

p-value, Sweden = 0.060

p-value, Sweden = 0,060

However, it should be noted these are tendencies, even for graduate level programmes. The significance levels are bordering 0.05 which is the desired level. But a degree of caution needs to be applied to these interpretations.

Related to Hypothesis 5 and controlling for the influence of nationality on English medium teaching, there are some useful comments provided by the respondents in Section Two of the questionnaire survey. Both Danish and Swedish respondents share some similar views as to whether departments should provide an international dimension to teaching (Q.2.3a). A total of 89% of respondents were in favour of this. Danish reasons for same tended to cluster around the subject matter, research and the intake of foreign students.

**A selection of respondents' comments on whether a department should provide an international dimension to teaching? Why/ Why not? (Q2.3a)**

**Danish Respondents**

>our programs are concerned with international questions and are taught entirely in English

>The program is international by definition  
Engineering is an international trade

>Teaching already has an international dimension to it due to the international character of research and literature

>music therapy is international in its outlook, theory and practice

Much reference is made to the nature of the subject matter and discipline as reasons for providing an international dimension to teaching. As evident from the comments above, the Danish directors of studies indicated that some programmes more than others had a heavy international bias. This in turn placed demands for reform at levels of teaching and research.

There was also an acknowledgement that Danish graduates are increasingly likely to work abroad for some part of their career and there is therefore, a need to prepare them for this international experience:

An increasing part of our students are likely to be employed by international companies often with work places in other countries

Interest in attracting students from abroad also meant addressing their needs in term of course content and in creating a more diverse environment for study and research:

> we have a policy of promoting exchange of students from foreign universities. As many advanced courses have foreign students, (often between 25% and 50%), we need to give these courses in English. If an advanced course has at least one foreign student, the lectures will be given in English. For introductory undergraduate courses our policy is to give the courses in Danish and with Danish teaching materials

>at our department 52 out of 121 courses are taught in English. As a leading technical university we have an obligation to spread knowledge also to foreign countries

Clearly, some smaller Danish departments classified themselves as having a predominantly domestic agenda but even here, there seemed to be acknowledgement that an international dimension to teaching was inevitable:

>the department is rather small and has important national responsibilities. This means that internationalisation is not the most important bias. However, a minor intensification on focusing on internationalisation would be desirable.

In summary therefore, the Danish director of studies respondents were in favour of providing an international dimension to teaching. Their reasons for doing so were to some extent based on their perceptions of the international nature of the subject matter. Awareness that many home students may be working abroad in the future and an interest in meeting the needs of incoming foreign students were also compelling reasons for having an international dimension to teaching.

It is clear that the Swedish directors of studies cited similar reasons to their Danish counterparts about an international dimension to teaching. Several programmes of studies were referred to as “international” subjects and therefore the study environment needed to reflect this:

#### **Swedish Respondents**

>gender studies, which is our field, is international in its character

>as mainly dealing with environmental problems in our courses it is important to have an international dimension

>theology and religious studies are international subjects. One of the reasons for studying them is to encourage international understanding. International contacts are like mirrors in which you get a new perspective on yourself

There was concern expressed that Swedish students needed to be prepared to adapt to a study environment abroad and having an international dimension to teaching at home universities was therefore seen as necessary step in this process:

>some of the students will work abroad and all of them will have an influence on, and be influenced by conditions in other parts of the world

>it (*an international dimension to teaching*) affects all parts of the society and thus the world; for instance, global outsourcing of IT-related jobs

An international dimension to teaching was likewise seen as beneficial in attracting foreign students on campus. This in turn brought some diversity among the home student population:

>for multiple perspectives offered to the students

>collaboration between different countries is very important not only for research but also for education at undergraduate and postgraduate level

>international contacts stimulate and develop methods and theories about teaching as well as the courses and fields of research

>Stockholm can contribute to bring together western and eastern Europe and also to introduce northern Scandinavia to continental Europe

At least in one case, lack of staff was seen as an impediment to providing an international dimension to teaching. But generally, respondents saw the international dimension as a positive development:

>international dimensions are crucial for the understanding of interactions between humans and nature

>we should, but that is more of a vision than reality. In the long run we hope to be an integrated part of an international education system and not just a university in Sweden

>important for a small country



Interestingly, the Swedish respondents made more reference than the Danish ones to issues of language and teaching through the medium of English in their comments. One significant remark in this regard was that “language is a serious barrier to receiving and attracting students”. Clearly, the issue of learning and communicating in one of the smaller languages like Swedish, is one that prospective exchange students engage with before selecting their study abroad destination. Other key examples of language related responses from the Swedish directors of studies included:

>students should learn English terminology

>'internationalisation at home'. We are working on expanding the number of courses taught in English, and also more guest teachers

>our department teaches in a subject that is similar all over the world (a scientific subject). The teaching is in English, we have non-Swedish speaking students and teachers we find it very important to have an international perspective in our research and in our teaching, including the latest research findings in both areas

>we think it is important for all our students to be familiar with adequate terms related to their subjects, both in Swedish and English. Therefore, we recommend that all courses have some literature in English. (Of course we have courses taught in English also). We have some specific courses that have a focus on international business and communication - and there an international dimension is natural

>we already do this since we got 6 guest professors from different parts of the world like Argentine, USA, Germany, Denmark and we also invite several visual artists from abroad for workshops, seminars - so a lot of the teaching is already done in English. We plan to update all the written material as well as practical information in the house into English. Our goal is to have a lively student and teacher exchange with several institutions. As I mentioned before we already get a lot of the outside world experiences since we have such a lot of guest artists from abroad

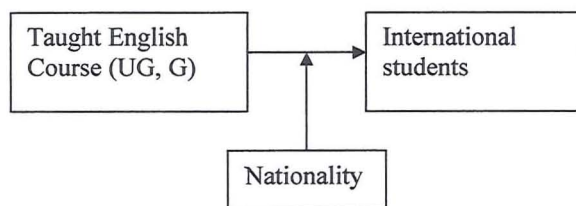


>our department teaches foreign languages (Russian, Polish), and therefore we cannot do without the international dimension. We also think it is important to offer courses in English for exchange students, and to increase the importance of English in postgraduate studies

In summary, the Swedish respondents generally favoured an international dimension to teaching. The benefits were seen in terms of the course content and discipline but also in preparing home students for careers abroad. The medium of teaching and issue of language featured more strongly than the Danish responses as key components of an international dimension. The language issue was also related to the learning situation for incoming foreign students. This leads to Hypothesis 6 which tests if there is a higher presence of international students when courses are taught through the medium of English.

### *Foreign Students*

**Hypothesis 6; when English taught courses are offered more international students will come**



This hypothesis will be tested through t-tests. They will show if whether or not the mean number of international students differ in the departments offering English and across the two countries.

**Table 48 Number of Foreign Students/ELTPs at UG level**

Group Statistics

|             |  | Offer English-language<br>taught programmes at | N  | Mean    | Std. Deviation | Std. Error<br>Mean |
|-------------|--|--|----|---------|----------------|--------------------|
| Nationality |  |  |    |         |                |                    |
|             |  |  |    |         |                |                    |
| Danish      | Number of overseas<br>students enrolled at<br>department | Yes  | 19 | 26,3158 | 29,89621       | 6,85866            |
|             |  | No   | 24 | 31,8750 | 34,25139       | 6,99154            |
| Swedish     | Number of overseas<br>students enrolled at<br>department | Yes  | 43 | 37,6047 | 49,30959       | 7,51964            |
|             |  | No   | 35 | 16,8571 | 22,21041       | 3,75425            |

Independent Samples Test

|             |  | Levene's Test for<br>Equality of Variances |        | t-test for Equality of Means |       |        |                 |                    |                          |  |          |
|-------------|--|--|--------|------------------------------|-------|--------|-----------------|--------------------|--------------------------|--|----------|
| Nationality |  |  | F      | Sig.                         | t     | df     | Sig. (2-tailed) | Mean<br>Difference | Std. Error<br>Difference | 95% Confidence<br>Interval of the Difference |          |
|             |  |  |        |                              |       |        |                 |                    |                          | Lower  | Upper    |
| Danish      | Number of overseas<br>students enrolled at<br>department | Equal variances assumed                    | 1,539  | ,222                         | -,559 | 41     | ,580            | -5,55921           | 9,95293                  | -25,65956                                    | 14,54114 |
|             |  | Equal variances not<br>assumed             |        |                              | -,568 | 40,565 | ,573            | -5,55921           | 9,79402                  | -25,34507                                    | 14,22665 |
| Swedish     | Number of overseas<br>students enrolled at<br>department | Equal variances assumed                    | 11,931 | ,001                         | 2,304 | 76     | ,024            | 20,74751           | 9,00429                  | 2,81391                                      | 38,68111 |
|             |  | Equal variances not<br>assumed             |        |                              | 2,469 | 60,875 | ,016            | 20,74751           | 8,40472                  | 3,94053                                      | 37,55449 |

There is a statistical difference in Sweden on the number of international students in departments offering English language taught courses. In departments offering courses in English there are more international students. There is a mean difference of 20 students. In Denmark there is no significant difference.

**Table 49 Number of Foreign Students/ELTPs at G Level**

| Group Statistics |  |   |    |         |                |                 |
|------------------|--|---|----|---------|----------------|-----------------|
| Nationality      |  | Offer English-language taught programmes at | N  | Mean    | Std. Deviation | Std. Error Mean |
| Danish           | Number of overseas students enrolled at department | Yes   | 33 | 36,0606 | 33,08978       | 5,76019         |
|                  |  | No  | 9  | 7,2222  | 16,17697       | 5,39232         |
| Swedish          | Number of overseas students enrolled at department | Yes   | 55 | 29,4364 | 42,35510       | 5,71116         |
|                  |  | No  | 24 | 25,3333 | 36,18271       | 7,38576         |

| Independent Samples Test |  |                             |   |      |                              |        |                 |                 |                       |  |
|--------------------------|--|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|--|
|                          |  |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |  |
| Nationality              |  |                             | F                                       | Sig. | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference<br>Lower Upper |
| Danish                   | Number of overseas students enrolled at department | Equal variances assumed     | 7,021                                   | ,011 | 2,517                        | 40     | ,016            | 28,83838        | 11,45743              | 5,68205 51,99472   |
|                          |  | Equal variances not assumed |   |      | 3,655                        | 27,668 | ,001            | 28,83838        | 7,89031               | 12,66707 45,00970  |
| Swedish                  | Number of overseas students enrolled at department | Equal variances assumed     | ,075                                    | ,785 | ,413                         | 77     | ,681            | 4,10303         | 9,93476               | -15,67960 23,88566                                       |
|                          |  | Equal variances not assumed |   |      | ,439                         | 50,967 | ,662            | 4,10303         | 9,33632               | -14,64071 22,84677                                       |

In the case of graduate programmes, the significant difference is found in Denmark. There are more international students in graduate programmes offering English courses. There is a mean difference of 28 students between departments offering courses in English and departments not offering courses in English.

### Recruiting International Students

It is worth examining how attitudes towards recruiting international students vary from country to country. In both Sweden and Denmark there is a 'soft' dimension to recruitment; diversity and cultural awareness issues tap into the same theme. In Sweden there is only one 'hard dimension'; this has a material rather than idealistic connotation. This is 'Component 2' in the table below. Regarding the factor analysis, the default setting in SPSS was applied. Factors with an eigenvalue above 1 have been extracted. The factor therefore explains more variation than just one of the items which constitute

the factor. The main aim here is to identify a smaller number of more general factors that form the basis of responses from the directors of studies to questions surrounding the recruitment of international students. In Denmark the 'hard' dimension is divided into two. One of these dimensions is financial and the other is more oriented towards research. Attracting the best quality students is seen as a way of improving research and securing the research base. Respondents agreeing with one of these statements are likely to agree with the others as well. Then there is the financial dimension, which is made up of two questions; financial considerations and improving international profile. It is acknowledged that the influence of a two factor solution for Denmark or a three factor solution for Sweden may have broadened the background for the result frame. So confining the factor analysis to a hard and soft dimension is more prudent and also makes some conceptual sense. In the long term, acknowledging these two dimensions and how they differ in the two countries could be important in planning recruitment and addressing the expectations of the staff.

**Table 50 Rotated Component Matrices/Recruiting International Students**

| Rotated Component Matrix <sup>a,b</sup>  |           |      |
|--|-----------|------|
|  | Component |      |
|  | 1         | 2    |
| Reasons for recruiting foreign students: Diversity   | ,853      | ,047 |
| Reasons for recruiting foreign students: Creating cultural awareness   | ,871      | ,006 |
| Reasons for recruiting foreign students: To attract best possible quality students from all around the world                 | ,298      | ,648 |
| Reasons for recruiting foreign students: Financial considerations, e.g. foreign students pay tuition fees                    | -,182     | ,684 |
| Reasons for recruiting foreign students: Having more foreign students helps to improve research                              | ,367      | ,519 |
| Reasons for recruiting foreign students: Having more foreign students helps to improve the international profile of research | ,509      | ,561 |
| Reasons for recruiting foreign students: Having more foreign students helps to secure the research base                      | -,014     | ,681 |

Extraction Method: Principal Component Analysis.  
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

b. Nationality = Non-Danish citizen

| Rotated Component Matrix <sup>a,b</sup>  |           |       |       |
|--|-----------|-------|-------|
|  | Component |       |       |
|  | 1         | 2     | 3     |
| Reasons for recruiting foreign students: Diversity   | ,811      | -,091 | ,032  |
| Reasons for recruiting foreign students: Creating cultural awareness   | ,818      | ,087  | ,014  |
| Reasons for recruiting foreign students: To attract best possible quality students from all around the world                 | ,026      | ,738  | -,104 |
| Reasons for recruiting foreign students: Financial considerations, e.g. foreign students pay tuition fees                    | ,289      | ,315  | ,763  |
| Reasons for recruiting foreign students: Having more foreign students helps to improve research                              | ,006      | ,762  | ,323  |
| Reasons for recruiting foreign students: Having more foreign students helps to improve the international profile of research | ,364      | ,148  | ,787  |
| Reasons for recruiting foreign students: Having more foreign students helps to secure the research base                      | -,010     | ,456  | -,145 |

Extraction Method: Principal Component Analysis.  
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

b. Nationality = Danish

## Discussion

The findings of the study present a different position from that taken at the beginning of the thesis. Denmark and Sweden show evidence of convergence in terms of what each is achieving in the area of internationalisation and English medium teaching. In other aspects they differ. The understanding of internationalisation and English medium teaching has changed and made some new perspectives possible. These new perspectives need to be seen against a background of social policy and political cycles in both Denmark and Sweden. To do so, it is helpful to recapitulate on some of the main findings of the questionnaire survey.

A closer look at the profile of the Danish and Swedish universities shows that respondents from both countries share some attitudes on internationalisation. Almost all respondents agree with the proposition that their department should provide an international dimension to teaching. Likewise, almost all respondents agree that foreign students should be given the same opportunities as domestic students. There is some evidence to suggest that respondents were divided in their position on foreign student recruitment. Clearly, more Danish respondents endorsed the need to recruit foreigners. There is apparently quite a difference between the two countries in having policies and in offering English language taught programmes at undergraduate and graduate levels. In Denmark, it is generally more common than in Sweden to have an institutional policy on internationalisation and on the teaching of subjects through English. The majority of those departments in Denmark that have a policy on internationalisation also offer English language taught programmes at undergraduate and graduate level. However in

Sweden, policy on internationalisation does not seem to be related to the extent to which a department offers English taught programmes. Moreover, there are higher proportions of the respondents in Sweden who report having English language taught programmes at undergraduate level. However, the opposite holds at graduate level, where Denmark has the highest proportion of respondents reporting to have English language taught programmes. There is, in fact, double the amount of English language taught programmes at graduate level than at undergraduate level in Denmark. Looking at the mean number of staff and students, the student-teacher ratio is more favourable in Denmark. Denmark has fewer students than in Sweden and it boasts more full time staff. The directors of studies surveyed at the Swedish institutions comprised a comparatively large group of older respondents whereas the proportion of middle aged respondents was larger in Denmark. The proportion of younger respondents (25-39 years) is the same in both countries. Finally, the ear-marking of strategic funding for internationalisation, if indeed it features, tends to be part of a larger institutional budget in both countries.

### **5.1 The Findings against a Background of Social Policy and Political Cycles in Denmark and Sweden.**

What do the findings reveal and how should we interpret them? A strong social democratic political culture has consistently been a feature of the Scandinavian nations and Denmark and Sweden are no exception here (Esping-Andersen, 1990). The results of the study need to be looked at against this background. The welfare state has impacted on peoples' lives in real terms and in their perceptions of status, inequalities and class

differences. In Sweden, the focus of the welfare state commitments revolved around three key areas- 1} improving health, social and educational services; 2} maximizing employment participation especially for women and 3} sustaining full employment. In maximizing its tax rate, the Swedish state set a scene whereby most Swedes must work and as few as possible should depend on benefits. The proportion of middle aged directors of studies who responded to the survey was larger in Denmark whereas Sweden had a comparatively large group of older respondents. With the emphasis on an active work force, Sweden is now circumventing the early retirement option pursued in other European countries which has undoubtedly implications for university staffing levels among other things. The “ageing population” is synonymous with discussions on another issue of pensions and related reforms. High birth rates in many developed countries in the 1950’s and 1960’s were not maintained in the following decades. As a result the number of older people is rising and from 2020, the number of pensioners will rise in real terms and relative to the workforce. Few countries as yet have taken significant action about this pension time-bomb. Among OECD countries, only Norway, Iceland and the US have taken steps to raise the pensionable age above 65 years. Whatever the Nordic growth rate, governments have been trimming the welfare state and all the Nordic countries agree that in the future they will not be able to go on providing a welfare system as generous as in the past. This may have some direct implications at university level in terms of a possibly older, active workforce. More significantly, however, such trimmings of the welfare state may inevitably threaten tuition free university education.

Esping-Andersen argues that the contemporary welfare state “is a powerful societal mechanism which decisively shapes the future” (1990, p221). If 2007 is now the

future, it is worth revisiting the 1990's and the mediocre rate of economic growth to understand the context of this welfare state model. The higher education systems in Denmark and Sweden were subject to a number of impacts from social events during the period from 1991-2002. Social events are defined as illness, unemployment, disability, retirement, etc. The impacts of social events are commonly measured as the percentage change of the take home pay as defined by OECD when an average production worker is working. In Denmark, for example 1994 was a reform year in the Danish tax/benefit system. There were reforms of both pension schemes and social assistance schemes and a major labour market reform where active labour market measures came in focus. Another tax reform was implemented from 1999 as well as a major reform of the early retirement scheme. The general picture was that of a relatively modest decline for recipients of basic benefits such as sickness, unemployment insurance benefits, social assistance and minimum pensions (Hansen, 2003). Families with children improved their position a little when child benefits were taken in to account.

Changes in the Swedish tax/benefit system during the same period have had significant impacts. With the exception of schemes covering injuries from work, the situation for benefits was worse in 2002 than it was in 1991 based on the chosen reference family types (Hansen, 2003). Another change was that the Church of Sweden formally became part of the household sector, which meant that payment for the church was no longer a tax. In 1999 the situation improved in many cases and child benefits were increased in 2000 and 2001. Significant tax reductions were also in place during the years 2000, 2001 and 2002. The Swedish social stratification system is severely gender-segmented along the public-private sector axis, with a dominance of male workers in the



private sector and largely female workers in the welfare state (Esping-Andersen, 1990 p 227). This trend would seem to be distinctly problematic if one takes the stance that universities are preparing students to take part in international and global activities.

One positive development of many of the forementioned reforms in Sweden is that student support has become more embedded in the social security system, thereby enabling more people to access higher education. The state was and still is to a great extent the main paymaster of both Danish and Swedish universities. Finance is an issue that surfaces in nearly every description of national higher education discussions. In Denmark, a full scale review of the existing funding model for students is due to take place. Differentiation of tuition fees has also featured on the Australian, UK and Portuguese HEI agendas and they are now allowed to set their own tuition fees following general adherence to certain categories.

Other striking changes in Sweden in recent years have come to the political and social spheres. The Social Democrats, in office since 1932 with a few interim pauses, have seen their post-war position slowly fade. Yet, they retain the legacy of having built Sweden's welfare state. A country long known for its lack of serious crime and violence has now encountered both, with the murder of Prime Minister Olaf Palme in 1986 and foreign minister Anna Lindh in 2004. In addition, a multi-ethnic population is now the result of a succession of somewhat open, some might claim, uncontrolled immigration policies.

At face value, the emerging picture from the thesis findings is one of a process of change. The Swedish institutions have moved through this process at a faster pace than their Danish counterparts. They have done so without top down steering. Support and

development of internationalisation activities have typically been initiated and encouraged at institutional and departmental level. Since the inception of the European SOCRATES/ERASMUS programme two decades ago, Swedish universities have taken on the concepts of exchange, mobility, reciprocity, intercultural understanding, curriculum revision and the search for a new identity. It is worthwhile recalling that Sweden and other Nordic countries were not members of the European Community in the 1980's. Denmark however had already joined. The introduction of the ERASMUS programme was naturally the subject of some concern among the Nordic countries accompanied by the prospect of academic isolation. There was a degree of regional cooperation around the Baltic countries as this was a political priority of the Swedish government during the 1980's. Nevertheless, it is possibly fair to claim that the internationalisation issue has been simpler in Sweden than in Denmark. In any case, a generally positive Swedish attitude towards internationalisation has links with a positive attitude towards cooperation, visibility and foreign students. Given the absence of top down steering, the slowing down of Swedish outward student mobility may be symptomatic of the reflection phase that Swedish HE is currently undergoing.

Denmark has moved at a slower pace of change and is now engaged in internationalising curricula, cultural change and understanding and institutional profiling. In contrast to the 1990's where internationalisation efforts were shaped by the international offices, Danish institutions and departments have now become more actively involved in the process. This is in part due to the efforts of CIRIUS, an independent, governmental institution under the Danish Ministry of Education.<sup>21</sup> CIRIUS produced its first progress report on the internationalisation of Danish education

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<sup>21</sup> CIRIUS is the Danish Centre for International Cooperation and Mobility in Education and Training.

and training in 2002. This was followed up by further recommendations in 2003. Both reports were constructive in that they highlighted the positive aspects of what had been achieved while at the same time insisting that further Danish initiatives were a priority. The 2003 report expressed concern that the national and institutional framework conditions were not in order. A specific example of this was the rigid regulations surrounding approval of new study programmes. Ironically, the thesis findings show that 73% of the Danish departments surveyed had policies on internationalisation versus 64% in Sweden; likewise 62% of the Danish departments had a policy on teaching subjects through English compared to 35% in Sweden. The mini-picture here is perhaps a more pro-active policy-less Swedish approach versus a policy-in-place Danish complacency. Admittedly, it may also be that Sweden did not feel the need to establish institutional policies since there was already a reasonable culture of internationalisation in place.

Nevertheless, Denmark's efforts at internationalisation are advancing but are still trailing the Swedish model. Apart from the current preoccupation with intercultural understanding, the numerical complexity of student mobility and the fee proposals of 2006/07 signal a new phase in the internationalisation process.

## **5.2. The Linguistic Situation and Which English?**

The study points towards a degree of convergence regarding the linguistic reality in Denmark and Sweden. Both Danish and Swedish are considered to be threatened by English in some domains at HE level particularly in the natural sciences. Internationalisation has brought about an increased use of English as the language of

research and postgraduate studies and increasingly as the medium of teaching. Local languages still predominate at undergraduate teaching. At many levels, universities have come to accept something akin to a parallel linguistic situation. This can mean that courses offered in English address the broader global agenda while use of Swedish and Danish satisfy the national political agenda.

There is also a degree of convergence between both countries in terms of language policy. Language issues have had a tendency to be dealt with as part of other issues in the past and this has served as a background for the study. This changed somewhat in 2006-07 when the Nordic Council of Ministers prepared a language policy document for the whole pan-Nordic region. The essence of this document is to encourage exposure to neighbouring Nordic languages (predominantly Danish Norwegian, Swedish and to a lesser extent Finnish, Greenlandic, Icelandic, Sami and Faeroese). The growing prevalence of English usage is acknowledged and has led to responses on the status of Danish and Swedish respectively from the Danish Language Board (Dansk Sprognaevn)<sup>22</sup>, Jarvad, 2001 and the Swedish Language Council<sup>23</sup>. While some of the ensuing suggestions and amendments converge, there are some national differences in terms of the focus and attitude. One concerns the rights and responsibilities for supporting mother tongues in the case of immigrants and other minority groups where Sweden tends to have a more liberal attitude than Denmark.

Finally, with respect to English and its growing use as a lingua franca, it has to be stated that the issue of which English is not pursued in the thesis. While there is a tendency to opt for the native speaker model, the debate about the use of British English,

<sup>22</sup> Details of the initial guidelines for a Danish language policy put forward by Dansk Sprognaevn in 2003 may be found at <http://www.dsn.dk/nfs/2003-2.htm>

<sup>23</sup> See <http://www.sprakradet.se/2140>

American English or indeed International English is at a very early stage and is overshadowed by the challenges of dealing with current domain losses for Danish and Swedish. Given that language policy is still on the periphery of the general political agenda, it is likely that universities will in time formulate their own language policy plans. The question of which English to use will surely be adequately addressed at this level.

### **5.3 Unanticipated Findings**

Among the Danish departments that already offer ELM at undergraduate level, a surprising 84% agreed that there is a need to adapt teaching practice to meet the needs of foreign students (Q.3.1). Surprising, given that most undergraduate teaching is in Danish, and it would seem to be a foregone conclusion that changes were necessary prior to now in the process of addressing the teaching needs of foreign students. This perceived need to adapt teaching practice links up with some of the Danish respondents' comments which expressed concerns about the "challenge of different student cultures". This attitude is not unrelated to the large numbers of exchange students that now pervade on Danish campuses. After all, Erasmus student and teacher mobility alone rose by almost 10% in 2003/04. It may be that the first hand experience of a changing teaching environment and the in-class experiences with increasing numbers of foreign students have been central in the attitude expressed here by the Directors of Studies. Teachers who have been on short mobility stays at partner institutions will no doubt also have been exposed to different teaching styles. The level of agreement is overwhelmingly positive

and represents a shift from a more complacent attitude in the 1990's where study abroad students were welcome but were certainly expected to adapt to the existing teaching environment. It also reflects the impact of foreign students' presence at these campuses. More Danish respondents are dissatisfied with the variety of English taught courses when English is not offered (Q3.1b). This may seem obvious but it does reflect an increased awareness among directors of studies and their respective departments about the issue of EMT. Some may not be addressing the need to change but they are at least more alert to what the possible aims and objectives could and should be.

Likewise the crosstabulations on Q.3.1 reveal a rather surprising picture about the Danish graduate departments. It shows that departments who do not offer English teaching to foreign students might be more optimistic with regards to the effect it would have on research. By contrast, the departments who actually do offer English language taught courses have perhaps become more realistic and surprisingly fewer respondents agreed that it helps research. This is a difficult response to account for given the diverse nature of departmental research and its multi-faceted aspects. It might be that the view in some cases is that research is of a better quality when it is written in Danish with a Danish audience in mind. Having to teach research modules through English may for example, take time which might otherwise be better used for a more in-depth analysis of the subject matter from a Danish perspective. Publication and citation analyses are not the sole means of measuring research activity. In the natural sciences for example, productivity may be measured in terms of patents and licences. There are differences among disciplines and this would seem the most likely explanation for the crosstabulations above. The conclusion that ELD did not necessarily enhance research

has also to be looked at from the perspective of the year cohort, criteria for their intake and acceptance on the programme and not least their prior level English.

Swedish responses showed a statistical difference at undergraduate level when testing if there were more international students present as a result of ELD being offered. This result was not anticipated given that only 35% of the Swedish departments reported having a policy on the teaching of subjects through English. One possible interpretation might be the Swedish universities endorsement of an 'international dimension to teaching' where 96% of Swedish respondents agreed that this should be the case. It may be that ELD was seen as constituting an inherent part of this international dimension to teaching. Denmark showed no significant difference at undergraduate level despite the fact that 62% of the departments surveyed had a policy on teaching subjects through English. At graduate level there was a higher presence of international students in programmes offering English taught courses.

Finally, there were some revealing patterns in terms of how respondents/departments clustered their attitudes to recruitment of foreign students. Both countries showed evidence of a hard and soft dimension. The soft dimension revolved around diversity and efforts to create cultural awareness in each of the countries. In the Swedish results, the hard dimension was based on economic connotations i.e. fees and research output productivity and these were seen as more or less interdependent. The Danish results however showed a tendency to categorise along a financial line as well as a more distinct research line. The research line seemed to stress aspects such as quality of the student intake and strengthening of the research base and treated these separately

from economic considerations. Recruiting international students should therefore be subject to slightly different expectations in both Nordic countries.

#### **5.4 Limitations**

Any discussion of the results has to acknowledge that the selected universities do not represent the whole picture of HE in either Denmark or Sweden. As such the findings apply to what is and has been happening within these institutions but do not reflect the entire Danish or Swedish situation or perspectives regarding internationalisation and ELD. The comparisons between both countries need to be understood from an institutional, national and international level. Institutions are not uniform. The qualitative and quantitative data collection took place over a nine month period. This is a relatively short time frame given that the theme of internationalisation has been the subject of much discussion over the past fifteen years. In recent times, new definitions continue to shape policy, institutional rationales and curriculum change. There is an urgent need therefore to disseminate findings such as these so that they reflect the realities of today.

Given the research topic and the area of responsibility of the subjects, both the qualitative and quantitative parts were conducted in English. It may be that respondents might have supplemented with more additional comments in the final section of the survey questionnaires if these had been distributed in Danish or Swedish in each country. Due to some initial problems with setting up and testing the pilot e-mail surveys, the subsequent e-mail distribution of the main surveys took place later than initially planned.



This occurred at the end of the academic year (June) and unfortunately coincided with respondents either preparing for or having already taken vacation. A small number of respondents were also attending conferences around this time. There was a need therefore to follow-up on the non responses and this necessitated waiting until September. In hindsight, it might have been more productive to have deferred all of the survey data collection until the commencement of the new academic year. Approximately one third of the respondents had returned their completed e-mail surveys within four days so providing that one can perfect the web send/return design such a data collection method has some obvious advantages.

## **Conclusion**

This chapter has compared the cross-institutional data gathered at the two national sites. The profiles of the Danish and Swedish institutions have been looked at against a background of social and political cycles in both countries. Unanticipated findings and limitations of the study have also been addressed. The results of the six hypotheses corresponded with some of the theoretical predictions. Both the Danish and Swedish responses to attitude questions regarding internationalisation and English medium teaching tended to cluster in to positive or negative streams. Internationalisation issues seemed less complex in Sweden which had two streams as opposed to three in the Danish responses. Two of the hypotheses were statistically significant. The relationship between having a policy on internationalisation and offering English medium teaching was statistically significant in Denmark. At undergraduate level, there was a statistical

difference in Sweden regarding the number of international students at departments which offer English medium teaching. In the case of graduate students, a significant difference was found in Denmark.

It is apparent from this study that internationalisation and English medium teaching have accounted for different shifts in policy and practice in the two national contexts. It emerges that there is quite a difference between the two countries in having policies and English medium teaching at undergraduate and graduate levels. Likewise, more Danish respondents feel that there is a need to recruit foreign students. Chapter six will summarise some of these main empirical findings and relate them back to the theories and to the initial research questions. While internationalisation and English medium teaching have entered a new phase in both countries, the evidence suggests that they are not by any means synchronised.

## *Chapter 6*

### ***CONCLUSION-MOVING FORWARD***

This final chapter links the preceding chapters which reproduced extracts from the main findings of the thesis and discussed some of the characteristics of the data. A summary of the empirical findings will be presented here and linked with the theoretical perspective discussed earlier in Chapter Three. Some recommendations for change are also put forward and the chapter concludes with an appraisal of how the thesis findings may be used best in terms of directions for the future. It is appropriate here to recall what influenced the need to undertake the thesis and the focus therefore returns to internationalisation and more specifically the internationalisation of higher education.

#### **6.1 Internationalisation Revisited**

Global issues and global players have resulted in internationalisation changing the form, content and indeed quality of higher educational systems. The role of the nation state in solely determining the structure and content of higher education has been significantly diminished. It is no longer only the individual nation state and influences within a nation's borders that determine the shape and content of a country's educational services. Internationalisation has direct impact on issues such as curriculum reform, teaching, research, recognition of qualifications gained abroad and general transparency of the educational system. The status of English as a medium of teaching has likewise undergone change and its role has been shaped by the forces of internationalisation in

terms of institutional profiling and marketing and curriculum development. Internationalisation has therefore influenced the need to undertake this study.

Parallel to these changes, there has been a concern with developing an institutional ethos of internationalisation. As seen in the study, the emphasis here is on the development of competences and promotion of intercultural understanding to enable students and faculty to function and adapt to their role in a globalised world. An institutional ethos has the potential to support and promote the climate of international activities. In this sense, it has to be seen as an alternative and acceptable type of approach to internationalisation. The thesis shows that in the Swedish institutions surveyed, ethos was emphasised more than a policy dimension. This approach made the international dimension more explicit in the culture of the Swedish institutions. Characteristics of an institutional ethos are not easily measurable at least quantitatively but the qualitative part of the thesis captures what has been happening at institutional level in the Danish and Swedish universities surveyed. Once an institutional ethos is embedded within an educational sector, its influence will most likely survive beyond the short term complementary financial incentives that presently characterise the field of higher education.

Internationalisation at all levels of the education and training system is seen as influential in preparing students to meet the challenges of a globalised world. Not surprisingly, these students do not constitute a homogeneous group. The thesis findings identify two distinctive groups in the Danish and Swedish contexts. On the one side are the 'home' Danish and Swedish students whose future careers as citizens of the world will and already now demand an ability to function in English. This means providing an

adequate number of courses and programmes of study through the medium of English to support them in this process. If they are not available, students will in many circumstances seek them elsewhere and inevitably abroad. Accommodating the 'home' group is by definition a long term need since globalisation is an on-going and unstoppable process. It calls for an ongoing review and not least, future projections of academic areas where the need to offer English language medium is most pronounced. Accommodation is not an argument for reducing the role of Danish or Swedish as the languages of instruction. But clearly, in those cases where Danish and Swedish are inadequate for the 'home' group, there is a need to engage much more with the ideological and growing pragmatic roles of English as a world *lingua franca*.

A second student focus group is the 'international' student whose presence is increasing at university campuses worldwide. From a Danish and Swedish perspective, this student will understandably prefer to avail of courses taught through English rather than compete academically with indigenous students in their native languages. Accommodating this 'international' group is linked with more short term views of internationalisation. As seen in the study, international students constitute a small presence on Danish and Swedish campuses. Denmark has for example a mere 0.4% of the entire foreign student market. Except in cases where they are specifically targeted, the unpredictable study pattern of international students is going to be linked with short term institutional planning. This has to be seen against a background of tuition-free higher education for Swedish students and the recently imposed category of fees for non EU students who wish to study in Denmark. It means nevertheless that the proportion of foreign students to Danish and Swedish 'home' students will continue to remain

relatively small and thus the mainstream institutional agendas will be seen as addressing the needs of 'home' students.

The role of students whether 'home' or 'international' is not to be underestimated. They are consumers and in many cases, initiators of the international activities at their respective institutions. This also applies to Sweden which still has no plans to introduce fees for foreign students. Findings from a recent study published by the Swedish Institute in October 2007 centered on foreign student satisfaction with Sweden as a study destination. Eight out of ten foreign students recommended others to study in Sweden and aside from the appeal of the absence of tuition fees, the availability of English as a language of instruction was also a major consideration. The Swedish Institute's inquiry may not only inform future planning issues but also reinforce the role of foreign students as a channel of information. As such, students are a particularly useful source of information and feedback in terms of informing institutional ethos, policy and defining international initiatives. On a broader scale, the issues of internationalisation and globalisation affect all students and therefore all universities, irrespective of their location. The relationship between the intake of foreign students and the availability of course teaching through English are inextricably bound up with internationalisation. One cannot realistically attract the former without adequate provision of the latter. Yet, what influences the balance between the local, regional and international dimension and who determines what an adequate response is? The IFS was a Danish based HE pilot report but one of its main conclusions was that university departments were relatively autonomous about their dealings with internationalisation and teaching through English. Department is lexically defined as a "separate part of a complex whole". Institutional

level constitutes this complex whole and at many institutions, there are diverse opinions as to what internationalisation is, should be and the pace at which it should influence institutional activities. There are no prescribed models to adopt and implement. What is not needed, moreover is “an uncritical international transfer of education policy and practice from one context to another” (Crossley, M., Watson, K., 2003, p.141). The thesis captures the diversity of the internationalisation process and English language teaching at cross institutional level within a Nordic regional context. Its main contribution lies not in deliberating what appropriate practice is. Rather, its strength is in engaging with institutional differences and similarities and confronting them. From there, one is well-placed to look and move forward.

## **6.2 A Comparative Cross-Institutional Study**

Denmark and Sweden were chosen as the two national sites for the thesis investigation. As was noted earlier, this was justified on historical, geographical, social, cultural and not least linguistic grounds. Yet, it has to be emphasised that both countries remain no more than empirical settings or sites for the research. Comparison takes place at a cross-institutional level. This approach helps keep the focus on the question of why the relationship between internationalisation and English medium teaching is stronger in some settings than in others.

The thesis has demonstrated that there is a difference between Denmark and Sweden in terms of having internationalisation policies and offering English medium teaching at undergraduate and graduate levels. There are higher proportions of the respondents in Swedish settings who report having English language taught programmes

at undergraduate level. At the graduate level, however a different pattern is evident. Here, Denmark has the highest proportion of respondents reporting offerings of English language taught programmes. These positions have to be seen in conjunction with statements on an existing policy on internationalisation. In short, it is more common to have a policy on internationalisation and on teaching subjects through English in Denmark. Yet, from a cross-institutional perspective, almost all respondents agree with the proposition that their department should provide an international dimension to teaching. Likewise, almost all respondents agree that foreign students should be given the same opportunities as domestic students. There is cross institutional difference however, on the issue of whether respondents think there is a need to recruit foreign students. While more Danish respondents feel there is a need to recruit foreigners, this may be linked to the recent legislation regarding introduction of fees for certain categories of overseas students. Causal relations have, however, not been established and there are many nuances to the recruitment issue which suggests that it cannot be settled so easily. But it seems apparent, that recruitment of foreign students is a question that can be researched further and to which insufficient attention has been hereto devoted.

Related to these general findings, the results of the six hypotheses posited at the beginning of the study need some comment. The test of the hypothesis of whether national level explanations might have an effect on the level of English medium teaching was not statistically significant. Yet, the analyses showed evidence of some common patterns at the Danish and Swedish departments such as the tendency at Swedish undergraduate departments to offer more English language taught programmes. A related hypothesis on a department's policy on internationalisation interacting with national



factors was seen as statistically significant in the Danish context in terms of courses offerings through English. In this case, the association between an internationalisation policy and English medium teaching was significant for both undergraduate and graduate Danish programmes. Attitude questions towards internationalisation and English language medium showed a distinct pattern of clustering in the rotated component matrices. As a result, the internationalisation issue appears less complex in Sweden where attitudes clustered along two dimensions only. This clustering of attitudes was also evident in the issue of recruitment of international students. Both countries had cited evidence of diversity and cultural awareness as signs of their 'soft' dimension to recruitment. There was only one 'hard' monetary dimension at the Swedish institutions. Some Swedish undergraduate departments for example, explained the absence of English language taught programmes with problems related to inadequate funding. The tests of statistical significance at best reveal tendencies and account for only one aspect of the empirical approach.

The Danish responses by contrast had two themes tapping in to their 'hard' dimension. One was financial and the other was research related. A surprising message emerged about the Danish graduate programmes which showed that departments not offering English medium teaching might be more optimistic about its effects on research. Those who do offer such programmes by contrast, may have become more realistic as fewer respondents agreed that it actually helps research. Hypothesis 5 was also statistically significant at graduate level. This showed that both Danish and Swedish respondents who were already offering English language taught programmes deemed that they had about the right amount. Finally, Hypothesis 6 tested whether or not the mean

number of international students differed in departments across the two countries where there were offers of English medium teaching. Results here showed a difference in Swedish undergraduate studies but only in the case of graduate programmes in Denmark.

While institutions set the broad agenda and promote the common national and world global views, departments seem to be an oasis of differing perspectives, priorities and problems. As such, departments are a fundamental observational unit in comparative and international education and the thesis shows that they deserve more detailed consideration for future work in the field.

### *Separate Part of a Complex Whole*

Departments clearly exercise a decisive role in determining what courses should be included or excluded in their curriculum offerings. The staff within the departments exercises a decisive role in what their individual subject sales pitch should be. The result is a pot pourri which is blended by colleagues with a shared but certainly not homogenous departmental vision. That so much autonomy rests at departmental level may seem initially surprising given that the standard and quality of HE provision in the Danish and Swedish educational systems are assured by a number of elements. These for example, include ministerial approval of provision and inspection, quality rules, (for e.g. The Danish Evaluation Institute, EVA), testing and examination system and not least the common curricula rules and guidelines. The latter specify the aims, contents and duration of programmes and individual subjects.

Clearly, departments have the potential to both initiate and reform. In the thesis findings, departments were not uniform in their use or indeed awareness of the potential

practical application of their autonomous nature. While internationalisation objectives were being imposed at international, national and institutional level, much of the real evidence of what was/was not being done regarding English medium teaching was to be found at departmental level. With so much potential here at a micro institutional niveau, there is still a need to examine if Danish and Swedish practice have comparable cross-institutional models in other countries.

The HEIGLO 11 report states that “location and language are clearly important issues in focusing international institutional practices” (Huisman, J., van der Wende, M., 2005, p.235). Denmark and Sweden have languages with small numbers of speakers and despite their close geographical ties, they represent similar but different aspects of higher education in the Nordic countries. The global dominance of the English language is not to be underestimated in both countries. The thesis findings contend that internationalisation and English medium teaching call for a sense of cultural and contextual awareness. The Danish and Swedish findings are but two examples of the diversity of contexts. They reveal how different perceptions and not least priorities influence institutional practice. The cross institutional variations show how there is a need to understand the local in terms of the global. The political, social and cultural arguments in support of internationalisation have the appearance of being custom packs but they do not fit the different local situations of all HE institutions. In the Danish and Swedish cases, this was best illustrated by the diversity of views on the need to recruit foreign students and by the changing role and mission of institutional research. One can predict that an increased sensitivity to such areas needs to stimulate and not stifle HE policy and practice.

### **6.3 Reflection on the Methodology**

A post-positivist paradigm has informed and guided the approach taken in the thesis. This has implications at a practical level and is worthy of review now when judging the overall quality of the inquiry. The aim of the inquiry is explanation and to some extent prediction of phenomena whether internationalisation or English medium teaching. The conventional benchmarks of 'rigour'- internal and external validity, reliability and objectivity - have been primary concerns. The knowledge gathered here from both the qualitative and quantitative phases of the inquiry can best be described as probable facts. These facts in turn have served as a series of building blocks and accounted for the emergent explanations. The facts however do not take the form of cause-effect linkages since the evidence from the statistical data does not fully substantiate the role of causal relationships. The facts point more accurately towards linkages that co-occur in the inquiry. One must concede that aspects of the theoretical framework, such as how things are and how things work are also important when judging whether individual relationships are significant and interesting or merely interesting and not significant in the thesis. This is particularly relevant here in the analysis stage of what is a comparative study. The results that arise from the cross institutional inquiry represent both similarities and differences in institutional practice. Since the data derived is from a small number of cases, they are of interest on their own grounds but the issue of significance is not overemphasized. Likewise caution is used in terms of generalisability which is one of the conventional benchmarks of postpositivism. The relationships are instead judged from a more cautionary theoretical point of view as opposed to an entirely empirical approach.

## 6.4 Moving Forward

The essence of this study has been to compare the university situations in Denmark and Sweden and to present a causal explanation of teaching through English and the internationalisation process. The use of comparison has furthered the cause and effect relationship. It has paved the path for a better understanding of how English language medium and internationalisation policy impact upon each other. The choice of methodology has helped to establish the Danish and Swedish situations as set of 'building blocks' and these could be made more attractive with the addition of further cross institutional blocks for the purposes of subsequent comparative work. One of the strengths of the study is that it focuses on the right objective-a sustainable English medium teaching programme which meets the needs of but is not exclusive to either of the Nordic countries. It is not intended that the results should consequently prompt a wave of policy recommendations. Yet, a new understanding of the phenomenon invites reflection on what could be done better and a strategy for achieving it. One such approach could be a more visible articulation of an institution's commitment to internationalisation. This might for example, be manifested through mission statements, strategic plans and the presence of international education committees. Such a strategy would also complement an institutional ethos approach to internationalisation.

### *6.4.1 English Medium Teaching: A Pedagogical Issue or Curricular Issue?*

The findings of the study raise a number of issues. Clearly, teaching through English is taking place with and without a policy statement on the matter. It is also taking place

without an established and separate budget for internationalisation. Whether or not English medium teaching is more effective where policy exists has not been tested here but may be a worthwhile subject for another empirical study. Likewise, the implications of having a separate budget within individual departments is worthy as an object of attention. It is evident from the qualitative feedback that respondents see English medium teaching as a curricular issue and equally as a pedagogical issue. While the curricular lens is linked with some practical areas such as funding and scheduling, the pedagogical lens has a number of inherent tensions. These tensions can be grouped around 4 P's - proficiency, peer review, performance and protectionism.

#### *Proficiency*

The Directors of Studies surveyed, acknowledge that not all teaching staff are proficient in English. With a majority of teachers who are natives of the Nordic countries, this is hardly surprising and as such they are generally exposed to English medium at conferences and through their individual and group research networks. Teaching through English is still at a voluntary stage and is directly related to individuals having the competency to do so. There is no direct opposition to extra language training but from an institutional viewpoint, focus is certainly aimed at the graduate and post graduate level as priority areas. Although there is some variation across disciplines, undergraduate teaching would seem to be a home language domain. The home language needs to be protected, as was aptly emphasised in an interview with a Swedish respondent, "we have to preserve the national language". Yet, nowhere is there a specific written policy on this matter and it holds an underlying influence on both curricular and pedagogical decisions. Foreign students therefore who are not proficient in either Danish or Swedish need to

tailor their selection process from the available course options taught through English. Those who do opt to follow either Danish or Swedish taught undergraduate courses do encounter difficulties and not all candidates acquire an acceptable standard of either language to successfully follow such courses on the same footing as native speakers. It remains to be seen if foreign students can continue to fulfil their study requirements if they are hindered by restricted availability of English medium undergraduate courses.

Another compounding factor evident from the qualitative stage of the study is the number of foreign undergraduate students in Denmark and Sweden originating from countries where English is not the first language. This has implications for classroom teaching and the English proficiency levels of these students can vary considerably across disciplines. Given the short duration of some of these study periods- three to six months- and the fact that students are nominated by their home universities, most Danish and Swedish departments assume a passive role in the selection process. The flow of students is a two way relationship and to send 'home' students abroad calls for a degree of accommodation from both sides while at the same time adhering to the selection guidelines.

#### *Peer Review*

While the reality is that cross border higher education institutions and programmes operate almost exclusively with local staff of the receiving country, there are some exceptions. With an increasing number of visiting scholars and staff from abroad being a feature of many campuses, there are more informal occasions to converse in English at Danish and Swedish universities. There is also the added advantage that many of these visitors fulfil the native English teacher needs of a department for a semester or two and

this takes the pressure off domestic staff that can and may have to subsequently teach through English. The visits also offers many opportunities for coaching and shared teaching and visiting staff are just as interested in observing a regular teaching session as Danish and Swedish counterparts would be when abroad. Yet, peer review has its own tensions too. There is for example an emergent two tier system within some departments where a younger more confident generation of English speakers are competing with an older more academically experienced group of Danish and Swedish professionals.

#### *Performance*

Given the prevalent voluntary approach to teaching courses through English, there is very little evidence of actual assessment of teacher proficiency levels as a preliminary step. Issues of funding and time arise and in many cases, the decision process rests at departmental level. Students' work is obviously assessed and is reflective of the pedagogical approach used. Without an internationalisation and/or a language policy in place and the ensuing evaluation and revision phases of these, it is difficult to see how the effects of teaching through English can be adequately and systematically assessed as one part of the internationalisation process.

#### *Protectionism*

Threats to the status of Danish and Swedish as being languages with small numbers of speakers are frequently voiced in both the qualitative and quantitative parts of the study. There appears to be consensus among the respondents that undergraduate students should receive their foundation and core course teaching in the national language. This is a logical follow on from their studies in Danish and Swedish high schools and makes for an easier transition to higher education and not least strengthens the role of the native



language. Yet, while many undergraduates will find themselves ultimately employed in a Nordic setting, it does not preclude that they will be exempt from the forces of globalisation. The protectionist role rendered to Danish and Swedish as national languages is understandable but is hampered by its rigidity. More space has to be created for the mobile and transient study abroad candidates. Space could be that provided for foreign students in learning these Nordic languages but likewise space may also mean being able to choose among a greater variety of English taught courses to complement students' home study programmes.

The protectionist role is also embedded at the administrative level within departments. Generally, day to day business is conducted in either Danish or Swedish as are minutes of meetings and other general information related to affairs within the department. For visiting staff, this often precludes real involvement and active participation even after they have undertaken courses in the national language. In addition, a number of their administrative responsibilities may be delegated to local colleagues. There is a real need to address this area given that departmental level is where foreign students and staff encounter a major part of their study abroad experience and where the administrative personnel often represent the PR side of the department. Administrative staff should be offered English language training (oral and written) at beginning, intermediary and advanced levels to improve communication at departmental level. Internal correspondence should be supplemented with a summary in English where there is no bilingual policy in place. None of the four P's on its own is a complete solution. A strategic recommendation therefore is that any attempt at planning for language policy should incorporate all four domains.

The study is evidence that internationalisation and English medium teaching have already been launched in Denmark and Sweden but each country has followed its own particular path. In the past, both countries have defended their national social systems in the ongoing debates about Europe but there has been a marked absence over the years in voicing any concerns about language loss. Now that the linguistic situation is being threatened in both countries by English, there may be some degree of consensus in a type of pan Nordic response. As yet however, there is no pan Nordic model for the implementation of internationalisation and English language medium. The thesis shows that the two countries cannot be considered a uniform block. Their approaches have some things in common but the differences between them that are also compelling. Compelling and challenging above all for the Bologna work where efforts are focused on creating a more comparable educational system. Nordic solidarity and European solidarity are scheduled but have not yet arrived.

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## **APPENDICES**

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## Appendix A: Interview Questions

What is the prevailing attitude towards internationalisation at  $\delta$ ?

Kommentar [e1]:

i. What challenges does internationalisation present at your institution?

Kommentar [e2]:

ii. How important is it to attract foreign students/staff to the  $\delta$  campus?

Kommentar [e3]:

How would you describe the relationship between foreign student intake and the availability of course teaching through English?

Kommentar [e4]:

iii. What is the role now and in the future for teaching subjects through English at  $\delta$ ?

Kommentar [e5]:

iv. What alternatives do you see to the use of an English-medium curriculum?

Kommentar [e6]:

## *APPENDIX B: Interview Transcripts*

XXX

Associate Professor, Vice-Rector, International Relations

*What is the general attitude towards internationalisation at University S?*

I think it is generally positive. There has been a culture here where it was thought that internationalisation ...was something that a few people took care of together with the International Office. However, I think that is changing and we are moving towards a stage now that people can see that more people need to be involved.

That might not have dawned on everyone but it has dawned on more people than have been involved in the past. I would say from a leadership perspective that it is absolutely necessary that internationalisation is not something that is absolutely taken care of by a few people but that it becomes the mainstream of the university itself. And I would say...I do not know what vision the university board will decide by two weeks from now..but the way I see it and the way I see the statements that the new rector has made..there is no doubt that it will become much more mainstream so that it becomes involved in the mainstream activities of the university...be that in the study committees, the research profile or whatever...so across the board I see the new rector placing a stronger focus on the international dimension because what he has said and what has been quoted in the press...and I can say this ... is that he wants the business school to become a business school with a sharp focus.... profile which is internationally recognised..and you can only be internationally recognised if you have international alliances and different networks and cooperate with universities abroad.

*What challenges does internationalisation present at your institution?*

First of all it is the question of curriculum content. I think internationalisation is not only exchanging of students...it is also having an international perspective in the content of the courses so that you don't see whatever subject are you are studying from a Danish perspective, but from a more international perspective... meaning from different perspectives....a European perspective or an American perspective or whatever we are talking about. So, that's one thing. The pitfall there might be that you see...there might be colleagues who think that if you have added on American textbooks then you have internationalised, and I don't think you have because it's very important that we ..whether it's our own Danish students or whether it's the international students that come here...that we take whatever the trends are from the various subject are and they see that from its original perspective be that American or Australian or German or whatever and

they see, turn that around and see how we can use that...how that can be incorporated from our perspective. So you train the students to see whatever the issue is not only from a Danish or Nordic or European perspective but also to see whether there are opposing perspectives on a particular subject so that to me is one part of the internationalisation and this is the part where you need to make sure that everything every single teacher incorporates this in his or her syllabi. That as far as I can see is one challenge. The other challenge is that ... there are two possibilities...we teach in English which we do...we have full degree programs that are only taught in English and...the other perspective that you have foreign students coming with enough Danish to participate in courses in Danish. Now the courses in the foreign languages are special cases.... there the students have to have a high proficiency in German, French or Spanish here with us. If we teach the courses in English it has the benefit of adding that dimension to the Danish students that participate and it has the benefit of attracting students that have English but don't have Danish. But you have to make sure that the students' English is good enough because otherwise the academic level ...quality level will drop. You also have to make sure that the teachers there can teach in English. I think there is a challenge there because we have left that to the teacher themselves and not been... I think we might revisit the discussion of whether we should certify the language proficiency of the teacher who is to teach in English... because we..... get certain standards before we accept students on the programme but we never test the teachers...and every once in awhile we do see complaints from students that the teacher's command of English is not good enough to teach...in a way... in the same good way that they can do it if they do it in Danish. You know sometimes you have a good teacher in Danish and this person becomes very restricted in what he or she can do in the classroom because it has to be done in English....and they have to be more prepared and more and more so to speak written down beforehand in order to conduct their classes in English. Of course, if they can write a lecture beforehand that is one thing...but to enter in to a dialogue and communication in class. So that's another perspective. A third one of course is all the practical details of making sure that winter exams finish in time in January for students who need to leave and go to the States...all these things that all of us have been involved in international issues know about and you tell the study committee that this is impossible and we can't do that because of this and the other thing. I think we now need to say you can come up with all the excuse you want to but this is not a question of whether the students can or cannot leave on January 10<sup>th</sup>...the students are leaving on January 10<sup>th</sup> and now you make sure that you organise the whole semester from the 1<sup>st</sup> of September onwards to make this possible. So I think there has to be a shift in paradigms so we say that of course the students do this and we have to make sure that we remove the barriers...either the students end up postponing an exam until next semester or arriving at their exchange place too late, which I think is not acceptable. And then what I have forgotten now...then there is the whole question of the real integration of the foreign student here because one thing is that the foreign students get together with the other foreign students here but I can also see that from the point of view of the Danish students that they cannot establish a new set of friends each semester... even so we need to be better at integrating the foreign students with the Danish students whether they be full degree or exchange students for the benefit of both parties.

*How important is it to attract foreign students/staff to the campus?*

I think its very important...if you have first of all seen from a strategic point of view...there is growth strategy , there is a limit to how many more Danish students you can attract but you can attract foreign students and you can attract students on continuing education, master programmes for instance and diploma programmes for instance. We have a strategy of working almost exclusively on master programmes for the future... But leave aside the adult population here and focus on the regular bachelor programmes...I think for a growth strategy you have to take more foreign students...I think...It is also very important for the Danish students who are here because....they are forced in to an international environment in their Danish environment...this very much mirrors the real world situation that they will end up in afterwards because whether they end up.... I mean young people who graduate with an academic degree whether they end up working in ~ or somewhere else in Denmark...they end up invariably.... end up in an environment...export/ import cooperation or even with part of the company placed abroad whatever the company organisation structure may be. So, they will end up somehow working in an international environment even though they don't say 'I want an international career' but in their companies they will have to relate to agents, foreign customers, foreign suppliers or they will have some from abroad working in the company and what have you...and the way things are moving this is going to be even more with each year that passes as Europe is developing so I think it is very important that they have....they end up with Europe as home market and Europe as their home job market and that abroad is not really Europe that you have to go overseas ...that is to go abroad or go international. So I think that is definitely one perspective. You can teach intercultural communication but the only way you can really relate to it...if you try that yourself...and we can send students abroad but in order to send them abroad on exchanges we also have to accept students on exchanges and these exchange students from abroad then are to the international dimension here at the business school. The same goes for staff of course, and staff from abroad offer another perspective to that the Danish ones have and I think that is very important for the very same reasons. You cannot create an international environment if all the academic staff with the faculty is born and bred in ~.

*How would you describe the relationship between foreign student intake and the availability of course teaching through English?*

Over the years it has been a problem that we could not always develop courses taught in English at the same pace as which we could increase the intake of foreign students. However, I THINK we are more or less getting there... it is not easy...we have also had to cut down...on students for instance in recent years we have not accepted as many free movers as we could have had. We have accepted students...we had to take in the exchange programmes but we could have taken...we have had more knocking on our doors than we have accepted and had we the human resources here to teach more courses in English, we could have added to our because we could have taken in more students and they would have meant more income...but if we didn't have the teachers it was not possible to do so...so that is a critical issue that we have to have international staff or Danish staff able ...able and willing to teach in English in order to increase the number of

international students. The other aspect is of course that you have to be able to provide for them through the international Office and housing so on and so forth. But those problems can be solved. The most critical issue is having faculty able and willing to teach the courses or to double their courses in English.

*What is the role now and in the future for teaching subjects through English at §?*

It's going to be increasing...no doubt about it. This is of course the balance between teaching to Danish students in a Danish institution on the one hand and on the other hand...being an internationally recognized business school that attracts quite a number of international students to whom you would teach in English and we have to have a language policy and we have to have a balance between the two...but the way forward and the way I decode the message.....from the new rector is we are going to have to have a growth in the number of courses taught in English. Part of the language policy and I forgot to say that ... is of course to provide language courses for incoming staff and students so that the students can actually take courses in Danish after a while this is where the business school and the university has worked together for I don't know how many years for the delivery of these courses in Danish. I also think that it is very important for incoming faculty if they are here say for a semester or a year...that's one thing...they need to be able to communicate with whomever they need to communicate with here in English and they should also deliver their courses in English. However if they apply for a job for a full tenured position, then I think we should give an obligation that they learn Danish within the next two years so that they can also do some of the administrative work that has to be done because...what you very often see is if you take in a number of foreigners, you add the foreign language dimension but then it is left to the small group of Danes to actually do all the admin work and that is not really fair on them. It is also not fair on the department that you have two groups- those who do all the admin work and those who get a free ride for the simple reason that they don't have Danish enough.

*What alternatives do you see to the use of an English-medium curriculum?*

It's problematic and I have worked very much on this in the European perspective...but I think for Danish universities in general and certainly for the business school which teach graduates to work in an international business environment- there is no doubt that they have to have Danish because they are still Danes and have to work in a Danish environment. They have to have English and then I think...not the alternative but actually what we should work on is that the Danish students...those who have Danish as mother tongue, have Danish and English and some more and that the incoming students wherever they come from-whether their homeland is Poland or German or whatever- they should have mother tongue and English because it is the language of international business. I mean whatever... you might like it or not like it but it is a fact of life. But I think it is very important that we make the students aware of the fact that there are quite a few places on planet earth that -also major commercial partners seen from a Danish perspective-and Germany is an example- a very good case in point, it's the major export market for Danish goods- very often if you really want to business with these people,



you do not do this in English, you do it in German. You see that if you have somebody, they might negotiate in English but things run so much more smoothly if they actually negotiate in German. So I think it's very important that we make our students aware that most of them come here with 30-40 foreign languages, English, German, French and we should be much more aware of keeping their other foreign languages and maintaining their other foreign languages or further developing their other foreign languages. They get a competitive advantage with so many other students or graduates in Europe because they will have much more foreign teaching in the Danish system even with mother tongue plus two foreign languages. The level of proficiency is generally higher in Denmark or in Sweden but in the north western part of Europe, in Scandinavia it is much higher than it is in other parts of Europe and I think it is very important that we don't give the students the impression that English is fine and forget about the rest of it...but that English is a **must** and that they should also maintain and further develop their other foreign languages. The way we can do it is by discussing that we can include non-Danish and non-English lit. on the course list and some of the things we have to be better enforcing if you will is that the students should...the way to integrate the Danish and foreign students is to force them...we do a lot of seminar work or project work, team based work we are talking about in class or in connection with a semester course and case work or whatever... I think the way we can ensure a better integration also both from an academic and social point of view is to force the students to work in multicultural groups so that they cannot form their own teams so they have to work with Danish and foreigners together. And then somehow, make that part of their task that they draw on the resources they have. If you have a Polish student and a Danish student and a French student and they have to solve this problem- they might discuss it in English, they might write their paper in English- they might also get the major part of their instruction in English but they will add to the English sources they have- they will also have some French sources and Polish sources and Danish sources and if they pool these they have a better...pool of literature, pool of different theories that can add to their understanding of the issue that they are studying and they get an intercultural perspective also. But if you say that it's OK the three of you get together and then you use these three American textbooks and then write your paper in English then they don't get as much if you don't force this multicultural, multilingual aspect. I still have to convince a few people here but I think that's my ideal out there. I think this is the alternative to teaching in English that you teach in English...that's a fact of life an difficult to do away with- but you can add a lot of dimensions by the way you organise teams in class and the way you organise instruction.

XX11  
International Coordinator  
International Office

*What is the general attitude towards internationalisation at University §?*

The attitude of staff towards internationalisation here....oh, that's a hard one. We are in a transition period right now...due to the new Danish university law, we now have to have a rector employed instead of elected as we used to do. What happened here is that we got a totally new person...someone who comes from outside and not the ASB. Right now we have the deans who had to be appointed.... and so we used to have two faculties...Faculty of Business Administration and Faculty of Language and the new rector decided already in November to take away these levels so now we are a one faculty institution. So everything is totally changing now and as...of course it's very clear that the new rector and also the one before is very pro internationalisation. That's what we want to do. In general...I think everywhere there are different opinions- different opinions about internationalisation in all and different opinions about what is internationalisation. Danish universities generally support this...this is my personal impression....different opinions as to when it should be, how it should be...how fast it should go

*What challenges does internationalisation present at your institution?*

I think the challenge would be to get it out totally in all corners to be something as everybody see ...not as something special but as something maturing...when I speak to my colleagues at other universities, I hear that they even have more problems than we have. It's not a matter of what is your language...not an issue of nationality and language...its about what is your programme and everyone is saying I just have to deal with this issue....no matter what language or nationality it is. Questions always go back to the international office and/or coordinator. You cannot do everything in the corner of the international office, everybody has to do it.

*How important is it to attract foreign students/staff to the § campus?*

The questions are more academic related.  
For the students...yes it is important to have staff who can teach international students but whether they are Danish or foreign is not up to me...I have nothing to do with recruitment...it is up to the faculties. Everything is different now and I have no idea how the strategies would be, so if we keep it to the students I would say yes. First of all, the exchange programmes attract international students on the campus so there are foreign students coming in and also Danish students going out. And they approach the international students. It is important to have students coming in if you want to send students abroad. It has been in the past that as many students as possible should go abroad because...it gives you a broader culture and experience. When it comes to international degree students, this is the education market and the whole world is an

international education market. There are many programmes so it's just about getting the best students so to speak, what nationality we have does not really matter. So the main issue is the best students and giving all students an international programme and feeling for an international degree.

*How would you describe the relationship between foreign student intake and the availability of course teaching through English?*

It is different approaches in different countries. Trying to take students and teaching our programs in Danish is way out...no way we have seen...of course the special degree will stay for 3-5 years. It is important that they learn the language but not so that they follow courses in Danish. We encourage them to do something about their Danish...but it's not a way forward. Not all courses should be in English it is a matter of strategy with what you want to. For example, we have a very good auditing course in Danish that is not really useful for foreign students. Also a Danish law course just relevant for Danes. We have some programmes where translation is a component and that is one, foreign students can do from their context.

*What is the role now and in the future for teaching subjects through English at University §?*

Well, it depends on the programmes and the courses. Of course English is the main world language... I mean...it is the main communication...but we also have departments of Spanish and French...we see that they are minor languages. German is still quite good as a supplementary language. When you go out and get a job everybody expects you to be fluent in English. It's not an advantage for you but the advantage is to have an extra language. I see an increase in the exchanges where students are interested in going to other countries and that for example but their language is not good enough so that they can take their masters level in these classes. Students like to go to Spain to improve their Spanish but prefer to take the courses in English. Being in the country and doing both is an increasing trend. We have a lot of students coming from Eastern Europe...Central Europe...the Baltic countries who see that English is not enough. Being here they improve their English but they see that it is not enough. I think more of the future is in fact three languages.

YY Pro-Rector  
Academic Council

YY11

Deputy Head of International Office

*What is the general attitude towards internationalisation at  $\beta\beta$  University?*

As you can imagine, it's very popular and has been for years. It goes back probably to the 1960's when the whole tradition of the development work was being done at  $\beta\beta$  University. Our involvement with the developing countries has been really strong from the beginning and gradually it evolved in to a greater international focus. I would say in the last ten years we having been moving on the general international focus; in terms of writing a strategy, giving more focus in certain areas, focusing on our curriculum and so on. So the attitude according to our subject areas as such, they are all very international by nature ...like environment, food, husbandry and so on and so forth. The subject areas as such are very international. There has always been a tradition for  $\beta\beta$  researchers and students to go abroad and look abroad for cooperation. So in that sense it's positive but also... I would say that the leadership of  $\beta\beta$  has been very focused on that. From the previous rector to the present rector it has always been one of the focus areas of  $\beta\beta$ . So a very positive attitude but also an attitude that says it is necessary for a number of things...a very international institution... not just in terms of money but also because it is in everybody's interest that we have become an international institution. -SO, not just money but a very popular attitude.

*What challenges does internationalisation present at your institution?*

I think they are numerous. We can't talk about them all today but certainly the one that we are working on now is the changes in the law that makes it possible to charge fees for foreign students. Because that will change the way we market our institution...probably... maybe deal with intake of students, services and accommodation, students who are fee paying students will differ from the national, Danish students who are not paying fees. That will present having different categories of students within the institution. So the new aspect of fees will be present in the coming years and the whole aspect of marketing the institution because of the competition in general. These are major issues. The third one would be changing our curriculum in to English. We are doing a lot but it's facing a lot of obstacles on the way. It's a really gradual process...which I think it is for every university...we are a monofaculty university with many different departments and many different subject areas but only one faculty which has to deal with this. It is a huge challenge to internationalise the curriculum itself and then also the whole language part which is.... improving the quality

of teaching, changing the subject in to English, improving the teachers' ability to teach in English, improving the students' ability to communicate, understand and get the same out of the classroom session as they would in Danish. So those are definitely some of the major challenges. On another level we see a challenge in the whole infrastructure it's because Copenhagen has a huge difficulty in terms of housing for incoming students and indeed teachers. If we don't have a house for them to stay then we cannot internationalise. So the scarcity of housing in this particular region of Denmark is really becoming a problem. We are seeking solutions with private donors, building our own dorms. It's just a problem. It becomes really important for universities to be attractive in recruiting foreign staff. We have to be able to provide just basic services. But in particular the housing problem is something that makes us less competitive compared to other regions like Øresund and Aarhus who have done a lot to improve their situation. So basis infrastructure, having the necessary services to be an attractive international institution host institution is one of our challenges.

*What is the role now and in the future for teaching subjects through English at ββ University?*

Well, it already plays a major role. The target is really high and the coming strategy for ββ which is not approved yet but should be there before summer ...the aim is that 85% of all courses at masters level should be in English and the goal should be that all our masters degree programmes should be in English Cand. Mag. MSC programmes should be in English by 2010 or thereabouts. The reason I say that is that some subject areas such as the veterinary science curriculum is not as easily adaptable in to an English programme because the candidates will find their employment to a large extent nationally...so for some of the subject areas it may not make sense to make all the education in English but definitely parts of the education in English but the aims are very ambitious...basically that all the MSci programmes should be in English.

*What alternatives do you see to the use of an English-medium curriculum?*

We don't have any. Our rector is very much against offering parallel courses. So I doubt that will be the strategy for ββ. It depends on the pressure from below...if the departments will go against it. The policy of not offering parallel courses...you would have the same course offered in both English and in Danish. But we see examples of courses that have not been attracting Danish students because it is offered in English - and then in Danish the next year .....and all of a sudden all of the students signed up. So it's a challenge in how you present this to the departments and how you see it as a conversion process. So we don't see an alternative. We don't offer courses in other languages, for instance. That would not make sense at this institution. The only other language could be Spanish since we are dealing so much with developing countries. But English is the primary medium...also in our research. So it would be either English or Danish but I doubt we will see parallel classes or courses.

*How important is it to attract foreign students/staff to the  $\beta\beta$  campus?*

Extremely important and I also think that the  $\beta\beta$  management recognises this. There are the new recruitment policies where it is written in that you have to announce the new positions internationally. So there is a lot of focus on the value of attracting foreign staff and encouraging staff to do so. We have had some problems the other way...in encouraging our own staff go abroad for various reasons and we did a study on the obstacles and barriers to overcome this but basically there were a lot of practical matters as to why the Danish teachers and professor will not go abroad as we would like them to. Basically it was family matters and tax matters, housing and things like that. But we are working to improve these. But we certainly do a lot to find ways to attract foreign staff...help desk programme...what are the needs of departments...what are the services today offered by our staff...what could be improved at this office...information, physical assistance in certain matters and now the challenge I guess is to make many units sit together and try to work out a more formal programme of one stop shop programmes so incoming researchers would have all the help and services they needed. So there is a focus on this and there is a focus on the housing issue that we need to find ways to find housing for foreign staff because we want them to be here and add to the teaching and research...it creates an international environment...in teaching and subject areas and angle s and ways of looking at subject areas. And our rector would say that is not just so much the money but people in general benefit from having the international dimension, from meeting people from other cultures and by being challenged on your own views, discussing how you do things differently in your home country. So that whole added value is very much our take on this. We do it because we want to bring in students for our students who stay at home so they get the international dimension in their education. But of course we want to make them some money while they are here too so they come here and try to do as many credits as possible and pass their exams and make sure they know all the rules about how to take exams...we have meetings with them. Definitely we want them to be part of the campus and set up a lot of infrastructure, services...buddy system.....so a lot of resources have been set aside to be a good host here at the university.

*How would you describe the relationship between foreign student intake and the availability of course teaching through English?*

I think there is a very good correlation there. There has just been an enormous increase in the number of courses in English and focusing in increasing the intake of foreign students so there is a very good curve. And also we offer now 5 or 6 full degree programmes in English which are attracting students from all over the world...it is extremely broad...we are recruiting very few students from Scandinavian countries in these programmes but it's really very broad. So we will see more of that now but we have to look more at our marketing in terms of taking in more students. Definitely if we have more English programmes at the masters level then we can take in many more students....we are very competitive compared to other agricultural universities in Europe....we are very far developed in terms of offering programmes in English...maybe

apart from one university in Holland which has everything in English at the Masters level. But we are taking in many international students.

Director International Office  
ΩΩ Univeristy

*What is the general attitude towards internationalisation at ΩΩ University?*

In most universities these days it is extremely positive. ΩΩ University is an old and large university, older than Aarhus, We have over the centuries been reasonably international except in the last century where we were more national in many ways. Today we have worked up our international context since the Second World War. We have 3000 research projects being managed and run, we cooperate with more than 1000 countries in research projects of one size or another so the climate of internationalisation has been created. Also we have over 2000 visitors per year in addition to students from abroad. We have an international atmosphere around here, the previous pope, John Paul 11 has been here, Kofi Annan, heads of state Northern secretaries of the UN- all the new Nobel Prize Laureates gave a lecture here on the 13<sup>th</sup> December so in a sense we have a very international atmosphere in ΩΩ University. It's a small town but it has promoted itself very much and the international aspect is therefore very noticeable ....I would say we were in the international class before other places used the word internationalisation. It is a very strong positive attitude and I would also say that we have been proactive in many things like in the SOCRATES and ERASMUS programmes and I have myself written a complaint against the degree of bureaucracy within the European Union but some minor stance towards better arrangements. But in spite of being at the forefront and I think we are actually when you look at research we are solidly ranked between the 50<sup>th</sup> and 200<sup>th</sup> strongest university in the world. So we compete well with the best in the world.

*What challenges does internationalisation present at your institution?*

It's one...It is the joint programmes. We have started about 25 of these joint programmes in recent years which is...although in my opinion I have tried to encourage this...the problem is now is that we are taking more scholars from abroad but especially we have a terrible housing situation in Uppsala and a severe shortage of student housing especially. We have put a quota on our exchange agreements.....we can't take more than 1 or 2 from each university. But we have no place for them to live. This is a serious problem and outside of our power because the Swedish legislation has responsibility for this. And someone has taken a report and it will take a couple of years before there are changes. There have been some small improvements with building projects but this is insufficient. That is probably the main thing that is outside of our competence. Making joint programme is always very tricky and very popular but as with us and other universities, it is time consuming- universities are different despite the Bologna Approach is going on- it takes a long time for these things to start to work. And another thing is in Sweden where we have been reasonably free from cutbacks...we get almost nothing for salary increases whereas we have to increase the salary anyway. We get 1% more money this year and

we have to increase the salaries by 3.5% according to national agreements between the trade unions...next week by 5% and this is a tricky problem of course. But you are used of course to those things in Denmark. So, the thing is to deal with these reasonably time consuming also quite complicated academic questions and putting together joint programmes. Maybe the big interest among faculty will diminish within the next few years and if it does it will solve our housing problem. We used to have the largest outgoing Erasmus numbers but there is one university that has exceeded us now and there was a recent evaluation of all internationalisation efforts at all Swedish universities and colleges in the public and private ones and the international team working from February last year until December last year. ...the report appeared late February this year. ....I thought they would make a group and we would be among the top but much to my.... we were actually selected the number one university in Sweden. We are at least as good as anybody else. I am happy that  $\Omega\Omega$  was selected as number one. What my colleagues said is probably true although these things are always subjective. You could also have had another result but it is good for us. We don't have people in the university who object to this effort. Of course there are a few but they don't say much. We could easily admit 500 more exchange students if we had the housing but that is outside of our control. We have about 600 rooms for exchange students and will probably have 640 by the autumn and we are trying not to reject applications for this now for these housing reasons. Students may be able to find a room by perhaps walking around and knocking on doors and looking in the newspaper but for a person with no Scandinavian language, he would be very much at a loss... I think we may have serious problem with students from India and China with nowhere to live and it will be bad if it gets in the newspapers. So far we have been able to assist everyone but I am very concerned about the coming semester. We may have more rooms next year but the worst semester...and I have been in this job for eighteen years....is probably August and September this year. And money wise there are many complaints but we still look solid...we don't have an extensive secretariat...we only have seven employees whereas Lund which is closer to Aarhus has about twice as many. They do more or less the same...they do more in the TEMPUS programme...they are very good there....we are not. There are some differences but if you look at staff level for the central offices we are comparably small but we work hard and efficiently. Too many staff may sometimes create problems...

*How important is it to attract foreign students/staff to the  $\Omega\Omega$  campus?*

It is very important to attract foreign students and staff. We are sorry that we cannot accept all students...and many of them very good ones for the reasons I mentioned. It is also true that in some courses one always wants a mixture between Swedish students and foreign students so we don't want to have almost only students from abroad in the course. It is also a restrictive factor which is sometimes used in business administration and some such as Peace & conflict studies but mainly we can deal with the students. This is not a major problem but maybe an obstacle once in a while. So our problem then in a sense is that we are sometimes too popular among the students especially from Germany...we have about 190 applicants from Germany. We usually take most of them but this is also a problem ...we send very few to them because as you know in Sweden especially and in Denmark too and maybe also in Finland as you know, we have a drop ...we have empty



places in Germany and French speaking universities where they used to fill them up and for the past five years students from the gymnasium have selected not to take these languages or not for more than a year...so, we have a drop there but at the same time these countries have sent students here and the imbalance is now five times many Germans here on exchange as we have in German universities. This is not good either. We would like to have reasonable balance. It's a challenge to try and get people to learn German...they won't do it...learn French...they won't do it... Spanish is reasonably good but the challenge is for the other countries who are starting to teach in English, like German and French....but when they say they are starting they are still fairly limited. An example...five years ago all courses at all German universities taught in English were fewer than the number we taught at  $\Omega\Omega$  -for the whole country of Germany but still they are much behind Scandinavian countries in that respect.

Attracting foreign staff in the sciences and engineering is important- they more or less, with few exceptions, announce positions available, internationally. They may do it in the Times or other professional journals read by these people in the field. So it is a general thing, that in these field we announce positions abroad....perhaps not lecturers...it depends a bit, but a reasonable number of foreign professors can be found here and there in the system and especially in the sciences and engineering. The others may do it but they teach more in Swedish and this is a problem in the social sciences and humanities. There are foreign teachers there but not so many.

*What is the role now and in the future for teaching subjects through English at  $\Omega\Omega$  University?*

We talked a little about this. If you look from an overall point of view, I would say that  $\Omega\Omega$  belongs to probably the top five in the world of non -English speaking universities when it comes to the number of courses taught through English. There are about 400 of them and it would take at least 70 years to take them all in addition to that we have about 20 or 30 Master level programmes which are 1 or 2 years in duration which I have not counted and that would take another 15 years or so to complete. So we have not been able to identify universities with more courses than we do...Lund has fewer, Copenhagen has fewer.. Aarhus has fewer. Utrecht, in The Netherlands is reasonably good. I would not be surprised if we had more than anybody else but I am not sure..... Another point-the largest number of English courses is in the sciences and the social sciences, to some extent law and engineering... The humanities are a bit backward. They are doing better but... In the humanities and the arts we sometimes do not have anything available to students in English. This is a weakness, especially in the arts. I have to persuade them and I have done that for several years...they are becoming better...the other things relates to the first question....I don't want to push them too much because then we get even more students ...so it is a tricky situation. But our weakness is in the arts when it comes to teaching in English. Old men and women in hospital don't want to speak English and may not even know it and that is a prohibiting factor although it may exaggerate the problem I feel. Also in teacher training we have very few courses actually we only have one or two in English because it is very geared to the Swedish system....they are a bit conservative you know and it used to be a separate school until 20 years ago. At that

time they did not even care about the outside world, These teachers are now getting old and they are not used to teaching in English and are therefore very reluctant to teach in English.

*How would you describe the relationship between foreign student intake and the availability of course teaching through English?*

This is basically undergraduate here. Masters level have started to develop some courses here. At the doctoral level almost any discipline, you can do it in English. Sometimes you may have to read the Swedish literature which is not always translated. It's better to know Danish than English in this case perhaps...that's what I mean. Because you have to learn the language to read old manuscripts...literature, history it may not be possible but otherwise it's possible. Art history is also a bit limited. Teachers there have been quite reluctant to teach in English although students can talk and work about it in English. There are also departments that have nothing in English at undergraduate and Master level but at doctoral level in English. Another thing is that our first year basic courses levels are in Swedish. Students on exchange need to come in their third and fourth year because then we have more advanced courses in English.

*What alternatives do you see to the use of an English-medium curriculum?*

There are no alternatives to English. We remain a Swedish speaking university and will be so at least for the next twenty years but English is the option. We had in the romance languages a course taught in French...on occasion there will be a course taught in German or Spanish but it's not a regular option. It would be an exception once in a while. I can see no alternative in the next decade at least. Chinese is maybe...a possibility. English will take over and in my opinion I think it is O.K. and I have no prejudices against it as many people want to have. Of course we have to preserve the national language but we have to face reality. So I see no alternative. We will teach in Swedish and in English. We will not teach in Danish. We will not teach in German or in French. The other thing is that when I went to gymnasium we took several languages. The students then all knew English to some extent and they all knew some German and French. They had a language in addition to English. Now, very few have taken the courses so you may not have enough students to make up the groups for teaching purposes. It has created an ... impossibility in a way unless they change the system again and there is a slight interest among the government to put a stronger weight on language study but still it will only be a slight improvement. I think it will not enable us to teach in other languages, except in Swedish and English. So in my opinion, despite many southern European opinions that English will not take over, in my opinion it is inevitable.

Senior Research Advisor  
öðö University

*What is the general attitude towards internationalisation at ôôô University?*

It has the highest priority...is the general attitude set up by the rector. We have a new rector from last year and he decided to give priority to two things from the beginning—one was the Bologna Process—the other thing was to focus on the strong area of research— to define strong lines in research rather. Later on he has said that the internationalisation is a high priority at the university generally both in education and research. So it has a top priority. During the spring semester it has been under discussion with all the HoDs and they have regular meetings with the rector and the deans of the faculties. There was a two day seminar two weeks ago to discuss internationalisation and how to increase it. It has really top priority. It is also being discussed by the university board.

*What challenges does internationalisation present at your institution?*

The challenges, yes- a decreasing interest among the students to study abroad. A great deal within the exchange programmes. It has gone up a little but it has been a general problem in Sweden and some other European countries as well. Why that is? It's a good question. There have been investigations and reports on this at the national level in Sweden. Some personal opinion.....I think the general problem is that students are more just in to get the study abroad to fit in with their study plans. Not only to go for the social experience and culture experience but also want to have the academic benefits. That has probably increased but it's not so exciting any more to study in other European countries as it used to be. The other factor which is important is that it is not so interesting for the teachers to organize this as it used to be. It was more prestigious earlier to have the student exchange programmes than it is today for the teachers. . Now it has become a routine.

That's my personal opinion

I don't think the system is more nationalised than it was before. I don't know.

*How important is it to attract foreign students/staff to the ôôô campus?*

Our rector has the opinion that it is very important for the internationalisation of the university...to get this input from other countries.

*How would you describe the relationship between foreign student intake and the availability of course teaching through English?*

Yes, there is a relation there.....a clear relation. If you go back 10 years from now- mid 1990's we had more students going out from ôôô University than students coming in so then it was necessary for us to increase the number of courses taught in English of course to get more students coming in. Now it is the opposite situation- we have more students coming in than the students going out, so in that sense it's not urgent any more to increase the number of courses taught in English because of this clear relation....because the problem is that we have too few students going out compared to the students coming in. There should be a balance is there was to be an opinion. We have an imbalance in the

other direction with very important English-speaking countries. So for them it is important to provide more courses here in English to get it more attractive for the students from the English speaking countries... but not generally.

*What is the role now and in the future for teaching subjects through English at ÖÖÖ University?*

I don't know about the problems... for the individual teacher it might be a problem to discuss at department level. At the general university level we took the decision many years ago not to give some extra money or so for teaching in English.... which some universities have done but at it was decided that every teacher should be prepared to teach in English and was something you could expect from a university teacher.

*What alternatives do you see to the use of an English-medium curriculum?*

No, not at ÖÖÖ University. We have not discussed any alternatives. At the Technical University, there is the belief.... idea that foreign students should learn Swedish and be able to follow courses in Swedish but we don't think it's possible. We had a case actually which was at the highest European level with the ministry of Education where the student complained that she could not reach a great level of Swedish knowledge to follow the courses as she had planned to so we are well aware of the difficulties of learning Swedish and to follow courses in Swedish. In fact of course, in many individual cases, since most of the textbooks are in English, students are always allowed to make their exams and to write in English. In fact you can be able to do that.... We don't say that. We always say that the courses we give in Swedish for the students is more for the social side of the visit here ....parallel to their subject studies we say, they will be able to learn some Swedish.

*APPENDIX C: Overview of the Danish and Swedish universities surveyed*

|     | University                 |  | Staff | Students |  | Faculties  | DK |
|-----|----------------------------|--|-------|----------|--|------------|----|
| 1.  | Copenhagen                 |  | 7000  | 35000    |  | 6          |    |
| 2.  | Aarhus                     |  | 3409  | 22000    |  | 5          |    |
| 3.  | Uni. Southern DK           |  | 7000  | 15000    |  | 4          |    |
| 4.  | Roskilde                   |  | 950   | 8747     |  | 10 instit. |    |
| 5.  | Aalborg                    |  | 1776  | 13000    |  | 3 (4)      |    |
| 6.  | Technical Uni. Of DK       |  | 1900  | 6000     |  | 15 depts.  |    |
| 7.  | Royal Vet. & Agr. Uni      |  | 1600  | 3500     |  | 11 instit. |    |
| 8.  | Danish Uni. Of Pharma.Sci. |  | 325   | 1500     |  | 5          |    |
| 9.  | Copenhagen Business School |  | 900   | 15000    |  | 3(2)       |    |
| 10. | Aarhus Sch. Of Business    |  | 430   | 6800     |  | 6          |    |
| 11. | Danish Uni. Of Edu         |  | 412   | 4000     |  | 5          |    |
| 12. | IT Uni. Of Cph             |  | 220   | 1375     |  | 4          |    |
|     |                            |  |       |          |  |            |    |
|     |                            |  |       |          |  |            |    |

|          | University                       |  | Staff | Students |  | Faculties | SWE |
|----------|----------------------------------|--|-------|----------|--|-----------|-----|
| 1.       | Uppsala                          |  | 6500  | 42500    |  | 9         |     |
| 2.       | Lund                             |  | 6006  | 30000    |  | 8         |     |
| 3.       | Göteborg                         |  | 8000  | 40000    |  | 10F 70d   |     |
| 4.       | Stockholm                        |  | 3570  | 34000    |  | 4         |     |
| 5.       | Umeå                             |  | 3900  | 27000    |  | 5 50+d    |     |
| 6.       | Linköping                        |  | 3423  | 28000    |  | 4 23d     |     |
| 7.       | Karolinska Institute             |  |       | 3000?    |  | 27d       |     |
| 8.       | Royal Institute of Technology    |  | 3466  | 20000    |  | 9 sch.    |     |
| 9.       | Luleå Uni. of Technology         |  | 1500  | 12500    |  | 12d.      |     |
| 10.      | The Swedish Uni. of Agr. Science |  | 3200  | 5300     |  | 4         |     |
| 11.      | Karlstad Uni.                    |  | 1100  | 11000    |  | 10 div.   |     |
| 12.      | Växjö                            |  | 1000  | 15500    |  | 7 sch.    |     |
| 13.      | Örebro                           |  | 1300  | 14500    |  | 12d       |     |
| 14.      | Blekinge Institute of Technology |  | 425   | 5500     |  | 4         |     |
| 15.      | Kalmar Uni. College              |  | 650   | 9000     |  | 8d        |     |
| 16.      | Malmö Uni. College               |  | 1100  | 21000    |  | 6 sch.    |     |
| 17.      | Mid-Sweden University College    |  | 1000  | 13000    |  | 2-3 8d.   |     |
| 18.      | Mälardalen Uni. College          |  | 950   | 15000    |  | 10d.      |     |
| 19.      | Chalmers Uni. Of Technology      |  | 2478  | 10600    |  | 13d.      |     |
| 20. Prv. | Stockholm Sch. Of Econ.          |  | 300   | 1900     |  | 6d.       |     |
| 21. Prv. | Jönköping Uni. College           |  | 646   | 9000     |  | 4 sch     |     |

*APPENDIX D: E-mail Survey Cover Letter (English)*

Dear Colleague

The issue of internationalisation and its perceived outcomes has dominated recent discussion about the future direction of the university. The purpose of this questionnaire is to examine this issue and the role of English language delivery.

Your department/unit has been chosen from a random sample of Danish and Swedish universities and to be truly representative, it is crucial that you and no-one else completes the questionnaire. You are asked to administer the form in your capacity as Director of Studies with your answers reflecting more or less the general view of your department/unit to the issues raised.

Your responses will be completely confidential. Your name or department will not be individually identified. The study results will be made available in statistical form accompanied by a written report in English.

I would be happy to answer any questions you might have. Please e-mail me at [engacb@hum.au.dk](mailto:engacb@hum.au.dk) or call 8942-6512.

The e-mail survey questionnaire can be completed online at [www.](http://www.) or printed out and returned to me at the postal address below.

The latest return date for the questionnaire is July 14<sup>th</sup> 2005.

Thank you for your cooperation.

Yours sincerely,

Ann Carroll-Bøgh  
Department of English  
Aarhus University

*APPENDIX E: E-mail Survey Cover Letter (Danish)*

Kære Studieleder

Spørgsmålet omkring internationalisering og dets forventede resultat har været fremtrædende i de seneste års diskussion om universitets fremtidige rolle. Målsætning med vedhæftet spørgeskema er at undersøge disse emner og rolle af engelsk sproget.

Dit institut er blevet udvalgt tilfældig blandt danske og svenske universiteter og for at være helt repræsentativ er det afgørende at du, og ingen anden udfylder spørgeskemaet. Du bliver bedt om at udfylde spørgeskemaet i din egenskab af studieleder, idet dine svar nogenlunde skulle afspejle dine institutstudiums generelle synspunkter på de stillede spørgsmål. Dine svar vil forblive helt anonyme. Dit navn vil *ikke* blive brugt.

Resultatet af undersøgelsen vil fremstå i statistik form ledsaget af en skriftlig rapport på engelsk. Jeg vil meget gerne besvare eventuelle spørgsmål på 8942 6512 eller e-mail venligst til [engacb@hum.au.dk](mailto:engacb@hum.au.dk)

Spørgeskemaet bades returneret senest d. 14 juli 2005.

Spørgeskemaet udfyldes på [www.hum.au.dk](http://www.hum.au.dk).  
eller kan også printes ud og udfyldes i skriftlig stand.

På forhånd tak for din medvirken.

Med venlig hilsen

Ann Carroll-Bøgh  
Udvekslingskoordinator  
Engelsk Institut



*APPENDIX F: E-mail Survey Cover Letter (Swedish)*

Kära Studierektor

Frågan kring internationaliseringen och dess förväntade resultat har varit framträdande i de senaste årens diskussioner om universitetets framtida roll. Syftet med det bifogade formuläret är att undersöka detta ämne och det engelska språkets roll.

Ditt institut har blivit slumpmässigt utvalt bland danska och svenska universitet. För att vara helt representativ, krävs det att du, och ingen annan fyller i formuläret. Du har blivit tillfrågad om att fylla i formuläret i din egenskap av studierektor, då dina svar någorlunda skulle avspegla ditt instituts genrell synpunkter på frågeställningen. Dina svar kommer att vara helt anonyma. Ditt namn kommer inte att användas.

Resultatet från undersökningen kommer att framställas i statistikform följd av en skriftlig rapport på engelska.

Du ombeds att svara så fort som möjligt, senast den 14 juli 2005. Tack på förhand för din medverkan.

Med vänlig hälsning

Ann Carroll-Boegh  
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*APPENDIX G: E-mail Questionnaire Survey***DEPARTMENTAL SURVEY**

*The purpose of this questionnaire is to collect feedback regarding internationalisation and English language input.*

*Please Note: The results of this survey are confidential. No names of Director of Studies are recorded or identified.*

**SECTION 1**

**Choose one answer only**

**1.1 Faculty/division to which your department belongs?**

- ☐ Sciences
- ☐ Health Sciences
- ☐ Social Sciences
- ☐ Arts
- ☐ Law
- ☐ Theology
- ☐ Engineering & Science
- ☐ Other

**1.2 For how long has your department been set up?**

- ☐ Less than one year
- ☐ 1-2 years
- ☐ 3-5 years
- ☐ 6-10 years
- ☐ More than 10 years

**1.3 What is your gender?**

- ☐ Male
- ☐ Female

**1.4 What is your nationality?**

- ☐ Danish
- ☐ Non-Danish citizen

**1.5 What is your age?**

- ☐ 25-39
- ☐ 40-55
- ☐ 56+

**1.6 How long have you been in the position of Director of Studies?**

- ☐ Less than 6 months
- ☐ 6 months-1 year
- ☐ 1-2 years
- ☐ 3-4 years
- ☐ Over 4 years

**1.7 What is the number of full-time teaching staff at your department?**

---

**1.8 What is the total number of full-time students enrolled at your department? \_\_\_\_\_****1.9 How many overseas students are presently enrolled at your department? \_\_\_\_**

## SECTION 2

### 2.1 Does your department have a policy on internationalisation?

- ☐ Yes
- ☐ No



### 2.2 Please rank the level of agreement that most accurately reflects your department's priorities with regard to internationalisation.

[1=most important, 5=least important]

| <b>Priorities</b>                                       | <b>1</b><br><i>most important</i> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b><br><i>least important</i> |
|---|-----------------------------------|----------|----------|----------|------------------------------------|
| Internationalisation of curricula                       | ◇                                 | ◇        | ◇        | ◇        | ◇                                  |
| Expansion of links with partner institutions abroad     | ◇                                 | ◇        | ◇        | ◇        | ◇                                  |
| Concern with international visibility of the department | ◇                                 | ◇        | ◇        | ◇        | ◇                                  |
| More use of English as the publishing medium            | ◇                                 | ◇        | ◇        | ◇        | ◇                                  |
| Increasing the number of incoming exchange students     | ◇                                 | ◇        | ◇        | ◇        | ◇                                  |
| Increasing the number of outgoing exchange students     | ◇                                 | ◇        | ◇        | ◇        | ◇                                  |



**2.3 Should your department provide an international dimension to teaching?**

- ☐ Yes
- ☐ No

**Why /why not?**



**2.4 Does your department offer English-language taught programmes at undergraduate level?**

- ☐ Yes
- ☐ No



**2.5 Does your department offer English-language taught programmes at graduate level?**

- ☐ Yes
- ☐ No



**2.6 Does your department have a policy on the teaching of subjects through English?**

- ☐ Yes
- ☐ No



**2.7 If yes, please explain briefly why such a policy was implemented.**

.....

.....

**2.8 What is your department's attitude to the role of international students at your institution?**

- ☐ In favour
- ☐ Against
- ☐ Neutral
- ☐ Don't know

**2.9 Is there a need to recruit foreign students at your department?**

- ☐ Yes
- ☐ No

**2.10 If yes, for which of the following reasons? (Select all that apply).**

- ☐ Diversity
- ☐ Creating cultural awareness
- ☐ To attract the best possible quality students from all around the world
- ☐ Financial considerations, e.g. foreign students pay tuition fees
- ☐ Having more foreign students helps to improve research
- ☐ Having more foreign students helps to improve the international profile of research
- ☐ Having more foreign students helps to secure the research base



### 2.11 What kind of students should be admitted?

.....

.....



### 2.12 How many students should be admitted?

.....

.....



### 2.13 Should they be given the same opportunities as domestic students?

- ☐ Yes
- ☐ No



### 2.14 Who should be responsible for the admissions process?

.....

.....



### SECTION 3

**3.1 Please indicate the degree to which you agree with each statement below in your role as Director of Studies at your department.**

|  | Strongly disagree | Disagree | Agree | Strongly agree | N/A |
|--|-------------------|----------|-------|----------------|-----|
| The provision of funding for course teaching through English is adequate.                                | ◇                 | ◇        | ◇     | ◇              | ◇   |
| I am satisfied with the variety of courses offered through English.                                      | ◇                 | ◇        | ◇     | ◇              | ◇   |
| I am satisfied with the attitude of staff towards teaching through English.                              | ◇                 | ◇        | ◇     | ◇              | ◇   |
| I am satisfied with the competency level of staff to teach through English.                              | ◇                 | ◇        | ◇     | ◇              | ◇   |
| There is a need to adapt teaching practice to meet the needs of foreign students.                        | ◇                 | ◇        | ◇     | ◇              | ◇   |
| Teaching foreign students in English helps to improve research.  | ◇                 | ◇        | ◇     | ◇              | ◇   |
| Competition among universities can raise standards for home and foreign students.                        | ◇                 | ◇        | ◇     | ◇              | ◇   |
| Institutions should decide for themselves what provisions they will make in relation to other languages. | ◇                 | ◇        | ◇     | ◇              | ◇   |



**3.2 In terms of courses offered through English at your department are there too much, too little or just about the right amount available?**

- Too Much
- Too Little
- About the right amount



- 3.3 From your perspective as Director of Studies are there alternatives to teaching through English?**
- ☐ Yes
  - ☐ No



**3.4 Any Comments**



- 3.5 In the space below please write any additional comments (positive or negative) that you may have regarding the teaching of courses through English.**

***Thank you for participating in this survey.***



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|          |   |
|----------|---|
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